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ABSTRACT

The perspectives of this document, which explores the relationships between television and reading instruction, are both theoretical and practical. Articles in the first section establish a frame of reference for evaluating the use of television in reading instruction, focusing particularly on the relationships among media and their import for education. The second section evaluates the impact of "Sesame Street" to date, examines the rationale and the curriculum of "Electric Company," and contains a study of the effects of these programs on the learning of early reading skills in selected preschool children. The third section includes information about instructional television programs operating in New Jersey and contains related materials on the use of videotape recorders. The last section consists of selected models of media interaction in practice, ranging from programs specifically focusing on television and reading to broader communications approaches. (JM)

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READING and TV

RUTGERS UNIVERSITY
the state university of new jersey
university extension division
conferences department

presented in cooperation with Rutgers Reading Center

CS003489

PROGRAM:

8:15 Registration and Coffee

9:00 CHAIRMAN:
Dr. Edward Fry, Director
Reading Center

WELCOME:
Dr. Edward J. Bloustein, President
Rutgers University

9:15 READING CAN USE NEW MEDIA!
Dr. Edgar Dale
Ohio State University

10:00 CLASSROOM LESSONS AND TV USE
Dr. Jeanne Chall
Harvard University

11:00 DOES TV AFFECT READING TEST SCORES?
Dr. Sam Ball
Educational Testing Service

11:45 LUNCH-COMMONS

1:10 FILM CLIPS OF THE ELECTRIC COMPANY
Miss Mary Ricketts

1:40 TV LESSONS AS A REMEDIAL READING SUPPLEMENT

2:00 STATE DEPARTMENT OF EDUCATION VIEWS OF INSTRUCTIONAL TV
Dr. William Shine
Ass't Commissioner of Education
Division of Curriculum and Instruction

2:10 PANEL

2:45 DISMISS

TV GUIDE TO READING

Phillip Shew, Editor
Sandra Muscara, Ass't Editor

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PREFACE

Edward Fry
Conference Chairman

A number of years ago when I was at Loyola University in Los Angeles, my department chairman, good scholastic Jesuit that he was, came in one day with a look of elation on his face, waving the results of a fat research report which showed that TV did not teach any better than a classroom teacher. More specifically, there was no significant difference between the learning of students in a regular class or those who received instruction via television.

I agreed that there was no significant difference on the test results, the significance was in a far different area. One teacher on television had successfully taught 104,000 children while the classroom teachers had about 30 students each. Presumably, if the lessons were taped, another 109,000 could be taught with no teacher.

Now, I certainly am not advocating that we replace all teachers with television sets. We still have 12 years to go before we reach 1984. However, those parts of those subjects that can be taught by television should be taught by television. There are, furthermore, parts of most subjects that can be taught better by television than by a live teacher in a classroom.

Television instruction has several major handicaps, such as the frequent inactivity of the student, the rigid time schedule, and the lack of adjustment to individual differences in learning ability and background. Televisions new cousin, video tape cassettes may offer some solutions to these problems. A video tape cassette can be played just for one class, a small group, or an individual. It can be stopped in the middle for discussion. It can back up and play a particular part again and again. Furthermore, it is possible to intersperse the videotape with specific learning activities.

I am currently working on a series of videotape cassettes in adult reading improvement for Time-Life Corporation. We have programmed in numerous stop points on the tape where the student stops the tape and takes a timed reading drill in a specially prepared workbook. The TV teacher then comes back and discusses the right answers on the tape. Places are provided in the workbook for student responses to the TV teacher's questions, tachistoscopic flashes, and vocabulary drills. There is even a supplementary reading book in which specific assignments are made and discussed week-by-week. There is also a pre-test and a post-test in the workbook so that the student can determine how much he has gained from the course. In short, the videotape, the supplementary reading book, the timed reading exercises, the vocabulary lessons, and the tests form a complete little learning system.

That course is intended for adults in the home or in industry. With children, I have no doubt that it or some similar course would require the assistance of a teacher or paraprofessional.

Sesame Street might be a bit controversial, but nobody denies that it has had a real impact in the home. In the future there will undoubtedly be much education done in the home using open air TV, cable TV and video tape cassettes.

The Electric Company does not seem to have made the impact of Sesame Street. Perhaps part of the reason lies in the hands of this audience.

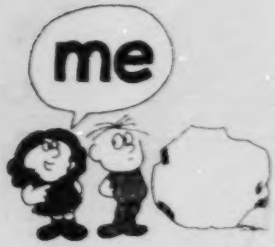
As a reading person, am I worried that a future generation will not learn to read and expect all education to come via the cathode ray tube? Not in the slightest. We have no evidence that TV has hurt reading. On the contrary, standardized reading test scores show us that the average reading ability in the United States is creeping upward each year. The sales of books and periodicals has never been higher. Probably not within our lifetimes will the flexibility and economy of TV even begin to approach the flexibility and economy of a 95¢ pocketbook.

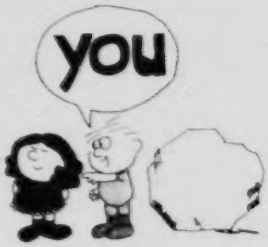
People who spend copious hours watching the boob tube are not the ones who were reading books anyway.

In terms of speed of information input it is difficult to contrast TV with a book. We have one rather definite measure of rate of verbal input. The average person speaks, and therefore, listens at about 150 words per minute while the average high school graduate reads at about 250 words per minute. Training in reading rate improvement can make an even greater differential. Hence, educated persons can probably acquire many types of information much faster by reading. Well-educated readers also have special skills of skimming and rapidly locating specific information which further speeds up specific information flow. However, TV can give some type of pictographic information with an impact that no book can accomplish.

Therefore, we teachers should not see the problem as reading versus television but rather, reading and television, both as important parts of information input for learning, recreation, and enrichment.

Reading Center
Graduate School of Education
March 1972





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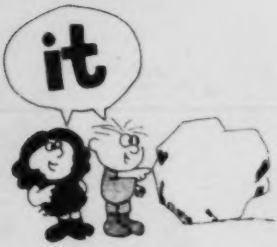
THE MOSAIC AND THE PROSAIC



The articles selected for the first section of this publication are designed to establish a frame of reference for evaluating the use of TV in reading instruction. Particular focus is placed on the relationships among media and their import for education. Within this larger context the state of contemporary reading instruction can be evaluated and the directions we should take in the future can be put in perspective.

A Schoolman's Guide to Marshall McLuhan by John M. Culkin, S.J. Saturday Review, March 18, 1967, pp. 51-53. Pages 5-21 were removed due to copyright restrictions.

How to Look at Television. by T.W. Adorno Quarterly of Film, Radio and Television (now Film Quarterly), Vol. VIII, No. 3, pp. 213-35, 1954. Pages 50-52 were removed due to copyright restrictions.

COAST TO COAST DECODING:

TV STATION FACES THE READING NATION

"Sesame Street" and "Electric Company" are nation-wide outside the classroom efforts at facilitating reading readiness and remediating reading disabilities. In this section we are focusing on evaluating the impact of "Sesame Street" to date and on examining the rationale and the curriculum of the brand new program, "Electric Company."

A STUDY OF THE RELATIONSHIPS BETWEEN VIEWING OF "SESAME STREET" AND THE "SUPPORTIVE HOME READING ENVIRONMENT" ON THE LEARNING OF EARLY READING SKILLS IN SELECTED PRESCHOOL CHILDREN

By Phyllis Reba

The Problem

This study was pursued in order to examine the relationships that existed between the viewing of "Sesame Street" and the "supportive home reading environment" on the acquisition of early reading skills in a group of middle class central New Jersey nursery school children. For the purposes of this study a "supportive home reading environment" was described as one in which frequent home instruction in prereading and reading skills was provided, in which reading and reading readiness materials were available, and in which the parents were responsive to their children's questions with regard to reading skill development.

Specifically, the following questions were asked:

1. Is there a statistically significant correlation between performance on the tests of letter names, number names, word families, and sight-word identification, and frequency of viewing "Sesame Street?"
2. Is there a statistically significant correlation between performance on the tests administered and the "supportive home reading environment?"
3. Is there a statistically significant correlation between reported reading vocabulary and the factors of
   a. performance on the tests administered
   b. frequency of "Sesame Street" viewing
   c. the "supportive home reading environment?"

The Procedure

Parallel forms of tests of letter names, number names, word families, and sight-words were designed with reference to the stated instructional goals of The Children's Television Workshop for the 1970-1971 "Sesame Street" experimental season. Pre- and post-tests were administered to 55 children. Testing periods were five-months apart. Random selection procedures were followed in determining those children who received Form A at pretest, and which received Form B. Test forms were alternated at time of post-testing.

A questionnaire was designed to provide information regarding the frequency of "Sesame Street" viewing, the "supportive home reading environments" of the children, and the size of their reading vocabularies as was judged by their parents. The questionnaires were distributed at the end of the experimental period.

Pretest and post-test means were compared, and tests of significance were performed to establish whether or not the gains found were statistically significant. Correlations were computed and examined with reference to the areas of interest in this study.

Results

Examination of pre- and post-test differences revealed that significant learning did take place over the five-month experimental period. Questionnaire data showed that the mean frequency of viewing "Sesame Street" for these children during the 1970-1971 experimental season was three times a week. During the previous season (1969-1970) it was reported to be

five times a week. When reported frequency of viewing was correlated with post-test performance, no significant relationships were found. Therefore, though it was evident that most of the children did watch the program, those who viewed the most were not necessarily the children who learned the most.

As with frequency of viewing "Sesame Street", frequency of home instruction was not significantly correlated with performance. However, availability of a variety of reading and readiness materials, parental responsiveness, and home instruction in letter sounds, spelling and word identification, did appear to be influential factors on the learning of measured skills for the children in this study.

With regard to the factor of reported reading vocabulary size and the variables of frequency of "Sesame Street" viewing and frequency of home instruction, no significant correlations were seen. Significant relationships were found, however, between reported reading vocabulary and performance on all tests administered (except for number identification), availability of materials, parental responsiveness and home instruction in small letter identification, phonemes, spelling and word identification.

In viewing the results of this study, it would appear that the "supportive home reading environment" was closely related to the acquisition of early reading skills for the children in this study. Whereas frequency of viewing "Sesame Street" did not appear to be related to performance or reported reading vocabulary, the influence of the program

on their learning cannot be discounted. Considering the circumstances wherein the children did watch with almost daily frequency the previous year, and with slightly lessened frequency during the experimental year, it is evident that exposure to curriculum did occur, and may have served as reinforcement in the learning of early reading skills. For these children to whom active and direct home instruction was available, the more passive and indirect instruction by media may have had lessened importance.

TELEVISION AND THE TEACHING OF READING

By Joan Ganz Cooney, President, Children's Television Workshop
From The Electric Company, 1971

One of the first things that happened after the Children's Television Workshop announcement of its new reading series was an immediate reaction from teachers. Teachers asked for more information about the series so they could decide whether it might be of value in their own classrooms and in classroom-associated programs. This publication is designed to give teachers (and others who work with remedial reading) some of the information they need about the television project.

Our new series, "The Electric Company," evolved from an awareness of the serious and disturbing reading problem in the United States.

Certainly the ability to read is a basic requirement in our increasingly complex society, and so it comes as a shock to many of us to realize that millions of adult Americans don't read well enough to accomplish basic tasks or to advance in their jobs. They do not possess the skills, for instance, to fill out an application for a driver's license, for Medicare, an income tax form, or even to read the relatively simple text of most newspapers.

Furthermore, far too many of our children are being left out and left behind. One U.S. Office of Education estimate indicates that almost 13 million students have significant reading difficulties.

The problem is particularly acute in economically deprived areas and in the large cities, though failure in reading cuts across all economic and geographic boundaries.

The total number of Americans affected by some form of reading problem is estimated, conservatively, at 50 million persons--one out of every four citizens.

We at the Children's Television Workshop, believing that every available weapon should be engaged in the struggle to help achieve national literacy, began early in 1970 to study the capabilities of television as a supplement to reading instruction. Our experiences with "Sesame Street" had already given us certain positive indications.

First, of course, is the fact that television is available in virtually every home in America and thus is capable of reaching every child with reading difficulty.

Secondly, children love television and watch it--often for an appalling amount of time--because it is entertaining. I'm sure you're familiar with the statistic that by the time he has graduated from high school, a child will have spent more time in front of a television set than he will have spent in a classroom. Children in the preschool and primary grades are particularly heavy viewers.

It seemed urgent, therefore, to try to use this attractive and powerful medium for worthwhile educational purposes. Our original funding sources, having seen the early impact of "Sesame Street", asked us to look into the feasibility of a second series,

designed for a slightly older group of children, with the goal of helping to teach reading.

Reading? Use techniques of television entertainment for instruction in a specific educational subject which is, after all, based on the printed word?

Well, yes, it should be done...but could it be done?

This time around, the audience would be made up of children who had, in effect, already begun to fail, children who had wanted to learn to read but, for a variety of reasons, had not shown understanding or made progress.

How could we help...and how could we help the teacher... with this child?

As it has turned out, television may well be especially well suited to help deal with the problem, although at the same time it is obvious that television alone cannot solve it.

Television is associated with pleasure, and if an educational program can be constructed so as to resemble popular entertainment programming, the educational content can be assimilated with pleasure.

Even more importantly, television is non-punitive. Particularly when he watches it at home, the child is permitted to correct his own mistakes privately, without the humiliation which often attends mistakes made in a classroom, no matter how supportive and understanding a teacher might be.

But most vital of all is the fact that television, as a medium, has a particular set of advantages in the teaching of reading, many of which we had learned in the production of "Sesame Street".

Animation, for instance, can give life to abstract symbolic material and thereby implicitly communicate that the function of a symbol is to convey meaning. Music and sound effects--particularly appealing to children--can accompany and make more compelling the presentation of letters and words.

Humor and incongruity can be used to help focus painlessly the young viewer's attention on a subject with which he may have had difficulty in the classroom, and his anxiety over any previous failure can be bypassed, if not relieved.

Short program elements can be repeated, so that a child may be given the opportunity to return to a subject again and again until he has mastered it.

We have used such techniques in "Sesame Street" and they have proved educationally effective.

In our year-long feasibility study for a reading program, we worked with classroom teachers and experts in reading-related fields to discover how they could help us find ways to use television effectively in reading instruction.

These men and women were virtually unanimous in agreeing that television can be useful as a supplement to classroom reading instruction, especially for the child experiencing reading difficulty in school.

In the course of our research, we conferred, individually and in seminar groups, with more than 100 specialists in fields related to reading, and we visited more than 50 reading classes in various parts of the country to view a wide range of instruction methods in actual classroom operation.

It quickly seemed clear to us and to our advisors that a single television program could not attempt a comprehensive beginning course in reading instruction. Many items in such a curriculum would be difficult or impossible to translate into effective television programming and to sequence in a meaningful way.

Our consultants, however, agreed that television could be effective in working with a limited number of instructional goals in order to produce a program designed to supplement classroom instruction. There was also general agreement, especially among those experienced in teaching poor readers, that certain skills are notably absent across the spectrum of children with reading difficulty and that a program which focused on the development of those skills would be helpful.

"The Electric Company," then, is confining itself to a limited set of instructional goals in the area of reading instruction.

For our target audience we have selected the children in the early grades--second, third and fourth--who are beginning to experience reading difficulty. The bull's-eye of our target group is the second-grader in the lower half of his class with regard to reading achievement.

For this faltering second-grader there is still time for a kind of mid-course correction. Reading instruction still is a separate discipline in most second-grade classrooms, so the second-grader has yet to experience the despair of discovering that reading is to be the principal instrument of all

instruction throughout the remainder of his schooling. Furthermore, in the beginning of second grade, reading instruction is still fairly basic.

Additionally, an estimated 30% of third-graders and 20% of fourth-graders experience severe reading problems.

Despite the fact that the program will not be aimed at the first-grader, we know that many first-graders and even some preschoolers will watch if the program is sufficiently entertaining. The Workshop will be interested in the impact of the series on these younger viewers and will conduct some special research here.

Similarly, we know that some functionally illiterate teenagers and even adults may be part of the audience, and we hope the program will be of help to them, although the show is not intended primarily for these older viewers.

As with "Sesame Street," we are concerned that "The Electric Company" reach and help the children of poverty, both rural and in the inner city. However, the problem of reading failure in this country cuts a deep and tragic swath across all social and economic classes; we want the program to reach as many people as possible, whatever their condition, wherever their neighborhood.

The Workshop's feasibility study for a new reading program was completed in late 1970 and we were shortly thereafter given the go-ahead signal by our funding organizations: the U.S. Office of Education, the Corporation for Public Broadcasting, the Carnegie Corporation and the Ford Foundation.

If television's true potential as a weapon in the fight against reading failure is to be realized, the full range of television techniques and talents must be exercised. The television program incorporating them must be long enough and must broadcast with sufficient frequency to establish a habit of viewing by the target audience. If the program so produced is to have an appreciable effect, it must be available nationally.

We are planning 130 half-hour programs, which will be broadcast daily by the more than 200 member stations of the Public Broadcasting Service throughout the country and by some commercial television stations in communities where there is no educational television. In most localities the program will begin on Monday, October 25.

In most communities, "The Electric Company" will be broadcast twice--once in the late afternoon for the audience at home and once during the school day--so that the programs will be available for use by teachers in the classroom. In those late-afternoon broadcasts, we will be competing with popular commercial television fare for children, and "The Electric Company," like "Sesame Street," will be designed first of all to its audience.

Our research revealed that the seven-to-ten-year-old audience is even more selective and demanding than the "Sesame Street" audience, with different interests and television viewing habits. The attention patterns among these children fluctuate sharply and suggest that instruction must be presented in a con-

sistently compelling manner. They can easily shop around the television dial for other fare; we consider them a tough and independent audience.

Our researchers and producers, working together, intently studied the audience in order to evolve the appropriate form of our new reading series.

They discovered, for example:

The age group responds quickly to music as an attention-getting factor. For this reason, "The Electric Company" will feature an especially created rock music group composed of children in the target age range.

Action sequences and zany comedy are well received; overt moralizing is tuned out. As a result, the series will imbed many of its instructional messages in a fast-paced comic form.

Animation, including the letters themselves moving about the screen, received a very enthusiastic response from children. We will capitalize on this interest by using a wide variety of electronic and film techniques to animate print.

And we have assembled an exceptional cast of actors and actresses in a repertory company to perform a wide variety of roles in short skits built around the instructional goals of the show.

In television terms, all this is called a "magazine format," which is to say that each show will be composed of short, varied segments and include a liberal use of the music, animated films, comedy sketches, electronic effects--carefully designed and assembled in order to implement the curriculum.

During the early part of the summer we produced five full test shows which then were shown to a sample audience of children so we could observe their reactions. It is in such showings that many of our own cherished ideas of what will work--as entertainment or as education--often must give way to the responses we find and to the gains which children make or do not make. While the children do not set the curriculum goals or determine the instructional content, we know we must attract them, hold their attention and help teach them. Otherwise, we are doing something wrong.

Our intent is to assure that our programs reflect the specific interests and needs of the target audience.

Thus, our sample audience gives us a kind of dress rehearsal by testing our writing, our performances, our production devices, individual segments--the whole range of program elements--and, most importantly, the educational effectiveness of our program. All these factors are taken into account when the actual on-the-air programs go into production. And the process continues throughout the television season, as changes are made to reflect the reactions of the audience.

We are still learning after two years of "Sesame Street," and I cannot emphasize too strongly the experimental nature of the new reading series. Inevitably, we will be making mistakes and we will be depending on you, as well as the children, to help us correct them.

As with "Sesame Street," we are contracting with an independent, outside agency to test children before "The Electric Company" goes on the air and then again, after the first broad-

cast season, to determine whether we are reaching our educational goals.

"Sesame Street" did help preschool children learn. After observing the efforts of the Children's Television Workshop reading show staff in action for more than a year, I can assure you that if dedication, talent, energy and a deep sense of commitment count for anything, then "The Electric Company" has a very strong potential for making a contribution also.

A TEACHER POSES SOME QUESTIONS

By Mary Ricketts

From The Electric Company, 1971

Mary Ricketts is a special reading teacher for grades two to five and a reading consultant in the Haddonfield, New Jersey, public school system. During her first ten years of teaching experience, Miss Ricketts specialized in second- and third-grade instruction. She is currently a Doctoral candidate in the Psychology of Reading at Temple University.

At the request of the Children's Television Workshop, she interviewed David Connell, Workshop vice-president and executive producer; Sam Gibbon, producer of "The Electric Company"; and Paul Dooley, head writer for the new series.

Miss Ricketts was asked to pose general questions that she felt teachers and others concerned with the reading problem might wish to have answered.

Question: My first question has to do with identifying more precisely the audience you hope to reach with your new series. As a teacher, I would like to know which of my pupils would most likely benefit. I know you have picked the second-, third- and fourth-graders as your audience, but is this series aimed at the age levels or reading levels of this group?

Mr. Gibbon: The range of skills presented in the series will reflect the reading levels of those choldren in the lower half of the second grade in reading achievement. But that skill range will encompass some--perhaps 30% -- of third-graders and perhaps 25% of fourth-graders. It will also probably encompass some tean-agers and even some adults.

Question: Well, then, will the various economic and ethnic groups involved in this mass audience understand and/or appreciate the same types of presentations?

Mr. Connell: We are proceeding on the assumption that there is a kind of universality about television's appeal to children in this age range, regardless of their ethnic or socio-economic background.

Mr. Dooley: I'd like to say, however, that given an age range from seven to ten, we will probably create some things that a seven-year-old and even a ten-year-old might not fully understand. A large part of it may depend on where they get their frame of reference, whether it be from their background, or television, or comic books, or what-have-you.

Mr. Connell: Of course, there are different senses of humor and reactions between two seven-year-olds, not to mention the children in the full age range. But a successful television program cuts across virtually all socio-economic and age levels. "Sesame Street" demonstrates that, and we are trying to use this unique advantage of the medium.

Question: Well, then, what reading level should a child have achieved before he is able to benefit from watching the show?

Mr. Gibbon: Basically, our show starts very nearly at the beginning and assumes certain pre-reading skills, but very little more than that. We will not be teaching letter recognition, for instance. We have defined a set of basic reading skills that should be useful to a reader in almost any stage of development. But since that set of skills isn't comprehensive, the show is not intended for first-grade beginning readers.

Question: If a teacher had to pick certain children to see the show, would it be the children with lower reading levels in the second through fourth grades, or would it be children in special remedial, corrective classes?

Mr. Connell: There simply isn't an adequate answer to the question. The teacher will have to define the use to which the show will be put. We are going to be looking to the teacher to tell us how the show can be used best.

Question: In your opinion, would it be better to use the show as a review of skills or as an introduction of skills?

Mr. Gibbon: I think it can work in both ways. We had to build a show so it could be used as both an introduction and a review. Obviously, for different children, some of the material will be new and some will be familiar.

Question: In general terms, what is the curriculum thrust of the series?

Mr. Gibbon: I would say it is a code-emphasis curriculum. We want the child to believe that reading is a problem-solving endeavor, the end goal of which is to extract meaning from printed symbols. We want him to know that the code is based on a generally reliable correspondence of printed symbols to speech sounds and that he can read virtually anything in print, given a knowledge of the elements of the code and the ability to employ a few strategies to recognize them.

We are not excluding sight recognition of words, which is obviously the next step for the child. If the child spends the rest of his life decoding every sentence he sees, he will be a crippled reader. The intention is that he progress to the point where he recognizes words at sight and reads for meaning at a normal rate of speed.

Question: Aren't some teachers going to be using systems of instruction that you don't touch in the television program?

Mr. Gibbon: Yes. One major system we will not be using is the initial teaching alphabet.

Question: Won't this lead to a conflict for the children learning i.t.a.?

Mr. Gibbon: I don't think so. In fact, one of the points made by i.t.a. proponents is that the transfer from the i.t.a. alphabet to traditional orthography is made easier because children constantly see conventional print in the world around them.

Question: What about another kind of conflict, a conflict that might arise because the child is taught one thing in a classroom while your series is teaching something else at the same time?

Mr. Gibbon: That may be a problem, but I doubt it. Many children come to reading with previous experience that helps them, and the classroom teacher welcomes that previous experience. The child is constantly surrounded by print, in many forms, outside the classroom. Television is one constant source of experience with print. I think that most children are sufficiently efficient learners that they can assimilate all these kinds of educational forces. This process doesn't compete, it supplements. It's all reading, in the end.

Another point is that our target audience is composed of failing readers. Our advisors suggested that television might be useful if it could provide them an opportunity for a fresh look at reading.

We know we can't prescribe instruction for each poor reader, or match each classroom's instruction at any given time, but what we can do is to present a cafeteria of reading approaches, one of which will hopefully suit the teacher's immediate need. The teacher can choose to reinforce whatever portion of the program she selects.

Question: If a teacher doesn't have an opportunity to use the program in the classroom, for one reason or another, how might this affect her work with a child who has seen the program at home?

Mr. Gibbon: The teacher already encounters students who have other reading experiences which have not been assigned as part of the classroom work. Any classroom teacher would welcome a child's effort to read at home, and I have a hunch the teacher will be happily surprised by the new interest her poor readers will bring to class if our project proves effective.

Mr. Dooley: Before there was an "Electric Company," there was always the kid who came in and said, "My father told me an 'e' on the end changes the sound." We hope that the teacher would be glad to have that happen in her classroom.

Question: How will a teacher know what will be taught in "The Electric Company" series? How can she be prepared to follow up if she wishes?

Mr. Gibbon: We will publish a newsletter for teachers which will detail what is being taught in each program and which will be distributed on a subscription basis every two weeks during the television season, from October to May.

Question: How are you planning to handle the problem of dialect on your program?

Mr. Gibbon: When we speak of dialect, it's important to distinguish between accented speech and real dialectal differences in syntax. As far as accents are concerned, we want children who speak with various regional or ethnic accents to understand that the correspondence of printed symbol to speech sound holds true equally well for their pronunciation as for so-called "standard network English" pronunciation. We will, therefore, include in the program segments in which a single word is pronounced with a variety of accents.

The more difficult question is how to deal with the syntactic differences between standard English and non-standard dialect variants, such as what some linguists have come to call Black English. "The Electric Company" curriculum is based upon the premise that printed language is simply an encoding into a graphic form of the spoken language system the child has already mastered. The curriculum is designed to show that the correspondence between printed and spoken language is systematic and largely regular. For the standard-English-speaking child, that correspondence can be demonstrated without too much difficulty. For the child who speaks Black English, the basic premise that printed language corresponds to spoken language may be suspect, unless that correspondence is shown to exist for his language as well. Our advisors have recommended that it would be useful to the non-standard-English-speaking child to reinforce his confidence in the printed code by occasionally showing him that his own speech patterns can be encoded in print.

In showing non-standard English in print on the program, we will observe several guidelines. First, we will never misspell words in order to reflect accent. Only correctly spelled English words will appear. Second, presentation of dialect speech in print will be limited to dramatic situations in which that speech is appropriate and to speakers for whom the particular speech pattern is appropriate. Third, prototype segments of any show element which includes non-standard English in print will be screened by members of the dialect-speaking community, including teachers, parents and the children themselves.

The child whose first language is Spanish and who speaks accented English may have certain special problems resulting from language interference. For example, since the sound represented by "sh" does not exist in Spanish, many Spanish-speaking children confuse the speech sounds "sh" and "ch". Consequently, they may find it difficult to discriminate between the printed words "chip" and "ship." The program will focus on such points of possible interference.

One final point: "The Electric Company" is concerned with the child's spoken language development only to the extent that that language may interfere with his ability to read. We are not primarily concerned with affecting the speech patterns of dialect-speaking children. Nevertheless, we do take the position that the ability to read standard English in print is essential. So the vast bulk of the program will be conducted in standard English and will be concerned with the decoding of standard English print.

Question: One of the problems of the poor reader is that he very often knows something but may not have the time to work it out in a normal classroom situation. How are you going to work it so the child at home can get the answer for himself before the answer appears on the screen?

Mr. Gibbon: We will quite regularly present the printed word before the word is spoken so the child will have an opportunity to identify the word for himself. When words are sounded out on the program, those same words will subsequently be presented several times for sight recognition. If a child knows the word, he is being entertained while reviewing his knowledge. Meanwhile, the word appears in a number of contexts and is there for the child who may need extra opportunities for practice.

Mr. Dooley: We had a segment in one of our test shows which may prove particularly successful. We call it "Wild Guess"--using a spoof on the game-show format--in which the word appears in print but is not pronounced; then clues are given over a relatively long time period during which the child can try to guess the word.

Mr. Connell: With that kind of diversion and repetition, the child can feel a sense of accomplishment because he gets the word before the character on the screen.

Question: Is this participation and involvement with the screen typical of children's reactions?

Mr. Connell: Yes, but of course every child does not participate in every element of every show. We test for appeal and we have been surprised occasionally. For example, some segments seemed a bit didactic to us and low in entertainment value, but they proved quite popular with the children in our test audience.

Question: Is amusement and entertainment a diversion to teaching, especially the teaching of a specific subject, such as

reading, to a specific child, the one who is failing? Couldn't you really teach better if you adopted a classroom-like approach in your television project?

Mr. Gibbon: I don't think so. First of all, our intention is always to make the entertainment instrumental to learning, not a diversion. Secondly, a television program is fundamentally different from a classroom situation. They affect children in different ways, and children expect different things from each. Each has its own particular strengths and weaknesses, and I think it would be as big a mistake for a television program to try to imitate the classroom circumstances as it would be for the teacher to try to imitate an animated cartoon.

In the third place, many of the technical devices used on television for entertainment purposes can be put to very serious educational use and still feel like entertainment.

For example, we can animate print and convey some sense that print is interchangeable and can be assembled to make new words. We can show the child in a visual way that a word can be analyzed into its phonic components. We can start with a word presented visually intact as a unit, take it apart momentarily and then reassemble it.

This kind of television technique can amuse the child and at the same time help teach him something that he might not have learned otherwise.

So I think the television medium provides an opportunity to present reading skills in ways not previously attempted, and we hope that fresh approach will help the child take better advantage of his classroom instruction.

Question: You will be using the devices of television--electronic effects, comedy, music, animation--things we all know appeal to children. But is there still room for an interchange between people?

Mr. Dooley: Certainly. Our cast is a kind of repertory company of warm, likable people who constantly relate to each other and the audience. Of course, we will not be able to have the kind of personal relationship with our audiences that teachers have with their students. But we know that children do identify strongly with what they see on television--whether it be an animated cartoon or a scene with live actors--and we know they can learn from television.

Mr. Connell: We will also be using children on the show in scenes with various members of the cast. Bill Cosby has already done some segments in which he functions as an informal teacher with kids in our target age range.

Mr. Dooley: There is great warmth and affection there, a part of the show that is very human.

Question: Your format is a fast-moving one, composed of a variety of short elements. That sounds haphazard to me. Can you really teach reading this way?

Mr. Gibbon: The format is what we call a magazine format, in that it is made up of varied short sections. We did that deliberately, because our research indicated this was the way to attract, hold and teach the child. But I want to make one very important point: each show is not just a collection of unrelated, short segments. There is, throughout each 30-minute program, a curriculum progression from very basic to more complex reading skills. Although the viewer may not be aware of it, he is attending for 30 minutes to a consistent and a logically ordered reading lesson.

Question: You'll be producing 130 shows. Will it be possible for a teacher to use only a few of those? Would that prove valuable or would it prove confusing?

Mr. Gibbon: No show will require the child to have seen any other show. As I said, each individual show in itself progresses from the simple to the more complicated skills in the curriculum.

Mr. Connell: If the series has the appeal we hope it has and the educational value we hope for, it will presumably follow the pattern of "Sesame Street." That is, the children who watched more learned more.

Question: I have a series of briefer subjects which may come up in the minds of teachers. For example, your show is produced in color, but what about those people who don't have color sets?

Mr. Connell: Color enhances the impact--both for appeal and for educational effectiveness-unquestionably. But we don't depend on it. All our testing is done in black-and-white. If it doesn't work in black-and-white, we don't use it.

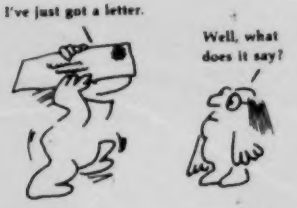
Question: To what extent will music be part of each show?

Mr. Dooley: Music will be used heavily in every show. We think it will be one of our most valuable tools.

Mr. Connell: There are some interesting theories about the use of music, which our research people are working on now--such things as the way music can be used to cue response from the child; precisely what information a musical phrase would carry; and how musical repetition affects learning.

Question: Finally, how can a classroom teacher or reading teacher get to you? What happens if we write down a lot of things and send them to you?

Mr. Connell: We are most interested in what teachers have to say and we are interested in encouraging this kind of participation. We may have a problem responding to each letter individually, but every letter will be read and all suggestions will be seriously considered. We are also exploring ways of systematically surveying how teachers use the program and how they feel about it.



NEW JERSEY:

THE STATE OF THE STATE IN TV & READING

Cucumber

This section includes information about Instructional TV Programs operating in the State of New Jersey. It contains related materials put out by the New Jersey State Department Center for Educational Technology on the use of videotape recorders.

CET Newsletter JUNE 1971

Center for Educational Technology — State of New Jersey Department of Education
Office of Program Development — Division of Research Planning and Evaluation — Trenton, N.J. 08625

The Center for Educational Technology has been established as a new effort of the State Department of Education's program of centers for research and demonstration. This is the second in a series of communications to educators from CET. The first dealt with research information pertaining to *reading instruction* and was also intended to introduce our readers to PREP resources (Putting Research into Educational Practice).

There is an interest in the growing use of classroom video recording devices in New Jersey schools. This growth indicates that every school administrator throughout the state will eventually be called upon to make decisions regarding the purchase of such equipment.

This newsletter is devoted to information which will assist you in prudent purchasing of classroom video tape recorders.

The content of this newsletter has been prepared for the State Department by the Educational Products Information Exchange (EPIE) Institute, a nonprofit "consumers' union" to which many New Jersey schools belong. Prior to publication the Paramus Public Schools assisted in evaluating the usefulness of the content to school decision-makers.

We hope results of this joint effort will, indeed, prove useful to you, as you decide about the use of video recording devices in your program. We also would appreciate any reactions you might have to the type of information offered through the Center for Educational Technology.

Cordially,

Stanley Salett

Stanley Salett,
Assistant Commissioner

WHAT DO SCHOOL USERS THINK OF VIDEO RECORDERS?

Information recently released by Dr. Claire Tettemer, Director of the Division of Communications at Northern Illinois University, indicates some interesting national trends in the school use of video recording devices. Dr. Tettemer's studies have been limited to five general types of machines: the broadcast adaptable machine, the 1 inch medium price range machine; the 1 inch format low price range machine; the 1/2 inch format portable machine; and the totally portable 1/2 and 1/4 inch machines.

These studies indicate that video recorders are used in schools for instant playback of events (e.g. teacher self-evaluation, athletic skills evaluation), closed circuit distribution of recorded materials, recording of programs being broadcast by local stations, and general recording for future use. A unique use of the more portable machines is the gathering of data for research studies of varying types. There has been evidence in past years of a growing use of video recorders as a means of exchange of lesson material. This is substantiated by the increase in the importance of machines being able to play tapes made on machines of other manufacturers or owned by other agencies.

While the great majority of machines are used for instant playback, the more sophisticated machines are used primarily for recording of materials for future use. This seems to reflect the setting in which the machine is used, the former in the classroom or gymnasium with non-technical personnel operating, the latter in the studio or control room with television personnel in charge.

Many factors affect the selection of a video recorder. Dr. Tettemer found that seven factors were considered predominately in selecting machines for use in schools. The two factors that seemed most important were ease of operation and price. Price is a factor dictated in many cases by bid statutes of school districts. A low bid does not necessarily mean the machine will do the job required, if it has been poorly specified. Other ranking considerations in descending order of importance are: compatibility of the machine with other owned equipment, availability of service, ease of maintenance, size and weight, and the standards of operation as they relate to the needs of the school. Ease of operation appears to be the predominating factor in selecting a machine.

No one is surprised at the interest in operational ease of recorders, but a disturbing factor is the use of wide area, large city, state, or other standards for the choosing of recording devices. The use of such standards seem to force users into choosing inappropriate machines for their use. In addition, the slowness of states to adopt standards means that schools using such standards can seldom take advantage of "state of the art" developments. The often oversold factors of color capability and slow motion are not really readily utilized or desirable factors in the selection of video recording devices.

Generally, Dr. Tettemer found users were most dissatisfied with the overall reliability of their machines. Generally speaking, the less expensive machines received a better "grade" in performance than did the more expensive models. Latest data substantiates this factor. Some of the dissatisfaction apparently stems from some recorders being used for things they are not designed to handle – a not uncommon problem with other hardware in educational settings. In general, Sony and IVC received the highest ratings in terms of overall performance. Panasonic was third. Ampex rated the poorest in reliability, user acceptance, service, and other factors leading to general user satisfaction.

Before selecting a recorder, potential buyers are encouraged to carefully evaluate the setting in which the recorder is to be used. Data contained in EPIE's *Educational Product Report* of December/January, 1969/70, and in other publications, will be useful in evaluating available machines. Visits to user schools throughout New Jersey are encouraged.

The video recorder can be a fine educational tool if it is properly selected and properly utilized. There is no black magic about these devices: common sense and user experience should be used to provide a sound base for selection of the proper machine for the proper job.

BEWARE THE "STANDARDS PROBLEM"

Unlike most other media, specific physical standards have not been established for video tape formats and machines. Thus, video tape comes in a variety of widths, from 1/4 inch to two inches, and on a variety of reels. Tapes recorded on one machine have not been made compatible with recorders other than those made by the same company. The EIAJ-1 standard developed in Japan for 1/2 inch monochrome recorders is regarded as a standard for recorders designed for non-broadcast use. But lack of standardization still exists in the wider formats.

Recorders manufactured to meet EIAJ-1 standards are available from at least five manufacturers: Sony, Panasonic, Concord, Craig, and Shibaden. Other EIAJ-1 machines can be found marketed under domestic private labels. Tapes made on any of these recorders may be played back on the EIAJ-1 recorders of the other manufacturers.

When the EIAJ-1 format was announced it was stated that other standards would follow. To date the 1 inch helical scan recorder field is still in chaos over standardization. The fact that the home and school market offers greater sales potential for the 1/2 inch recorders, as opposed to the more specialized market in education and industry for the 1 inch recorder, accounts for much of the concentration on the development of highly refined 1/2 inch machines.

While there is a place for the more sophisticated 1 inch video recorder for critical use, such as in motion analysis and color applications in science, a user with more typical uses for a recorder would be remiss in not giving serious thought to building his system around the recorders using the EIAJ-1 format.

HOW PORTABLE ARE THEY REALLY?

For general school use, portability of a recording and playback system is relative. While the recorder itself might be portable, receivers or display devices necessary for playback, and cameras and microphones for recording, require that the unit be mounted on a cart with accessories, or the entire process becomes unwieldy and impossible.

In recent years, manufacturers of 1/2 inch recorders have made available totally portable battery operated systems for recording only. These systems consist of a small recorder carried on a shoulder strap with a camera on a camera grip connected to the recorder via a video and control cord. Pulling a trigger on the grip starts the recorder mechanism.

The tape recorded in the field is played on a compatible AC operated machine on which it can be edited or dubbed.

AKAI of Japan has introduced a 1/4 inch recorder that is similar to the larger units, but scaled down to the point that it is nearly as portable as a typical cartridge load 8mm camera. Demonstration of these highly specialized machines are most impressive.

The prime desire of most users of these ultra portable packages is longer battery life. While battery packs are rechargeable, an investment in two packs is a must for most heavy users. Beyond this minor complaint users feel that the machines generally perform to their desired standards.

If a school is looking for a portable package, the latter word is the key. It must be a package. The accessories must be combined in roll-around carts, or some other convenient neat "package". If the unit is to be moved from school to school, foot locker or suitcase-type packaging for cameras, lights, sound equipment, and other accessories is a must. Look out for big boxes, they get heavy fast!

If the school contemplates the use of a battery operated unit, it must remember that a normal AC-powered unit must be available to play the final tape. Dubbing from one classroom recorder to another is sometimes a problem.

HERE'S HOW TO KEEP THEM RUNNING

Processing amplifiers, or other sophisticated accessories to adjust picture quality, sound level, and in other ways correct for the imperfections that are common in field recording might be needed. Consultation with a reliable dealer, consultant, or experienced school district is recommended. Above all, remember that it is not merely the recorder that must be portable, but the system. It may take more than one handle! Every piece of instructional equipment in the media center requires periodic maintenance. According to Murphey's law, it will fail when it is most disastrous to the user.

Probably most of the chronic failures of the classroom recorders used in education are due more to people problems than any other kind. Some careful training of school users and simple preventative maintenance will do wonders to assure the buyer that the video recorder will operate when called upon to do so.

Dust and dirt are the major causes of malfunction in the operation of these devices. The recorder and tapes should be stored in a dust-free environment. A single bit of dust on the tape surface will raise the head from the tape causing a loss of a number of scanning lines and a definite disruption in the viewed picture.

Environmental extremes are a definite enemy of video tape recorder operation. A tape that is very cold or very warm will not play back satisfactorily. Video tape will work best if it can acclimatize itself for at least two hours at room temperature.

Environmental extremes are hard on machines too. Cold bearings will bind and cold lubricants will drag machine speed to a lower than optimum value. Heat changes characteristics of heads and electronic circuits. Machines should also be left to attain room temperature before being used.

Video heads, audio heads, and tape guides should be cleaned periodically with the manufacturer's approved solvent. Avoid getting solvent on the tape; it will destroy it, and the excess residue from the tape will eventually return to other tapes causing the recorder to function poorly.

Be sure that all components of the video and distribution systems are working well before you are ready to use the system.

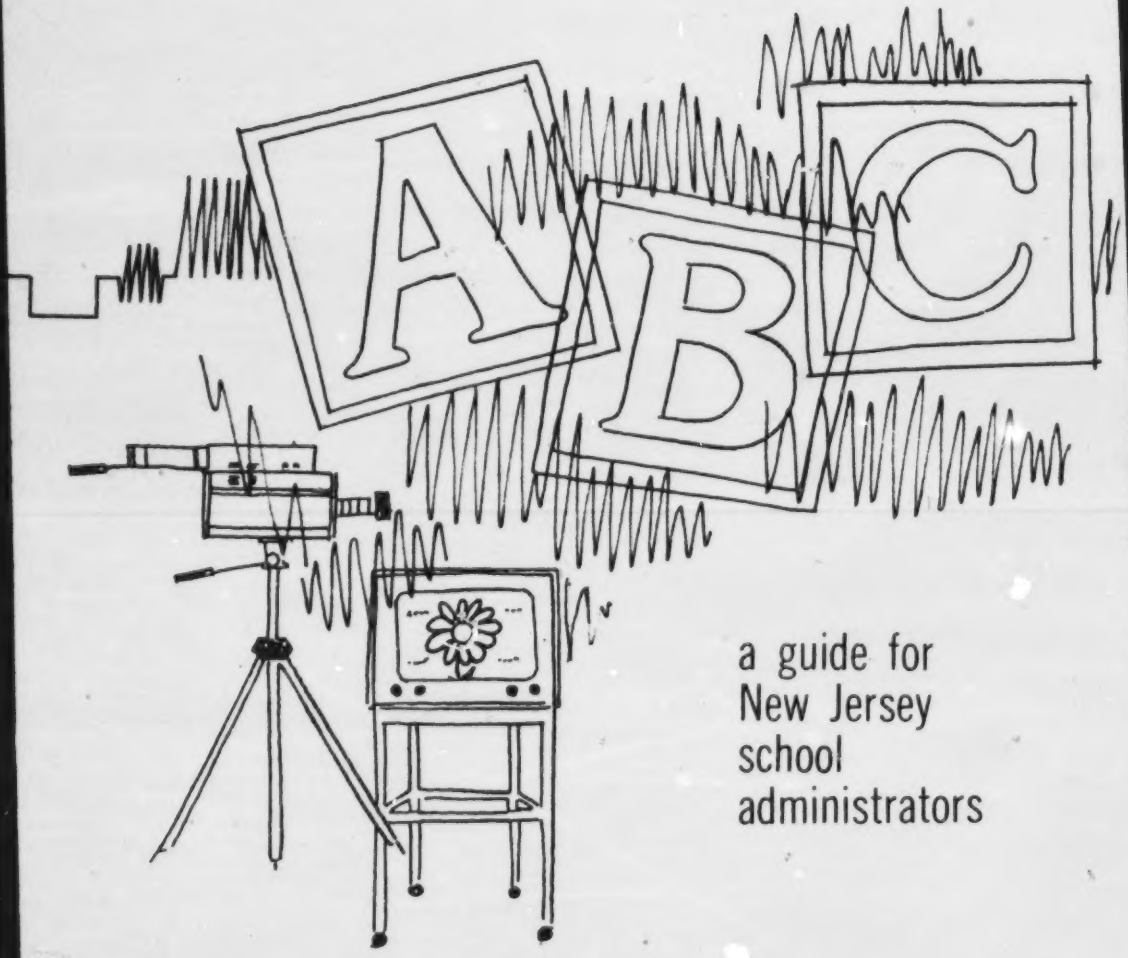
Many cases of system failure can be traced to poor house voltage. Operators should be sure that the AC source supplying the machine is adequate for the purpose. Long extension cords should be avoided. Too low a voltage can sometimes be as damaging as too high a voltage.

If your video tape recorder develops problems, it should be corrected by an experienced and knowledgeable technician. These might be available at the school media center, the local dealer who sold the machine, or a manufacturer's service station. The availability of service should be determined before the need reaches crisis proportion.

Above all, if the recorder is operating well and all normal cleaning and general care are being carried out, there is no reason to adjust the internal mechanism. With proper care, video tape recorders can be a solid addition to any teaching program.

Created by EPIE — Educational Products Information Exchange Institute — a nonprofit independent evaluator of educational materials. For school membership information, write EPIE, 386 Park Avenue South, New York, N. Y. 10016.

BUILDING AN ITV SYSTEM



a guide for New Jersey school administrators

The New Jersey Association of School Administrators proudly presents this publication as its initial rhetorical venture to serve education in New Jersey.

This material is the product of the cooperative efforts of a committee of school administrators and the New Jersey Public Broadcasting Authority staff. It is our sincere hope that the content will bring to school board members and school administrators a better understanding of the technology of Educational television.

Noble C. Hiebert
President, N.J.A.S.A.

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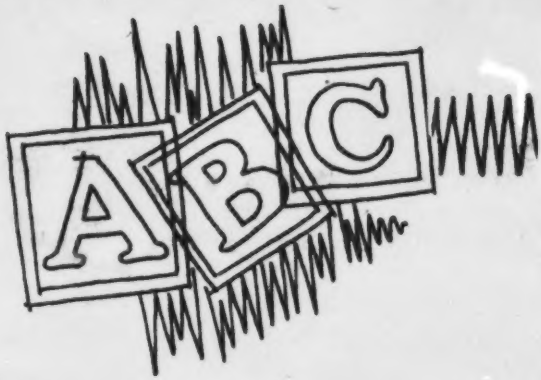


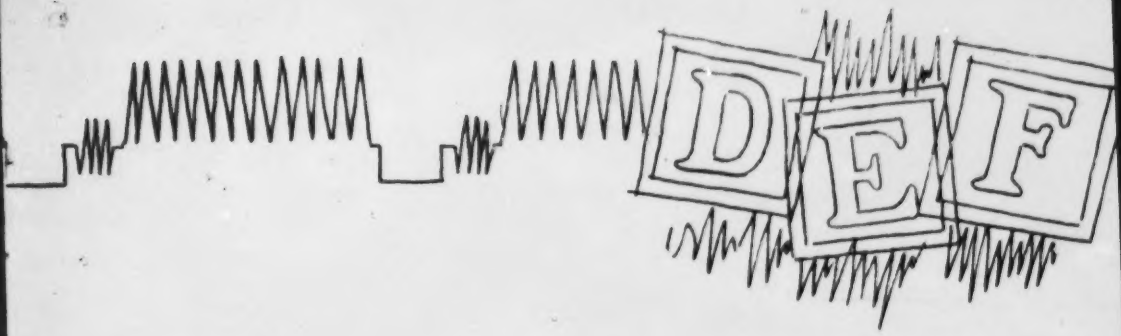
INTRODUCTION

"A little knowledge goes a long way – but ITV can help it to go further."

The use of television as an instructional tool in school systems is neither so new that it can be considered an unchartered course nor so commonplace that it can be done literally "by the book." Instructional Television has proven itself in a variety of learning situations and yet there is no "typical" system. The School Administrator who is considering adding the medium of television to his curriculum must determine the approach that will be best for his own school. The path before him is not an easy one. It is hoped that this brochure will provide some general information to enlighten him and some general guidelines to assist him in undertaking this task.

Basically, it can be recognized that ITV (Instructional Television) is a highly flexible teaching tool, capable of adding much to an educational process when imaginatively used. This fact does not have to be reproven. It is only incumbent upon the School Administrator to evaluate the various potential uses of ITV, and to integrate into his curriculum those aspects which appear to be beneficial, based on such criteria as economics, personnel, program material and physical plant structure.

The initial involvement in ITV does not have



to be on a large scale. Although only 4000 of the 70,000 New Jersey classrooms were equipped with television receivers in June 1970, it is anticipated that off-air reception of educational material will see rapid expansion with the approaching operation of the New Jersey Public Broadcasting Authority.

Once the School Administrator has determined specifically what he wants ITV to accomplish in his educational system, he can turn his attention to the area of hardware and TV systems planning. Here, expert advice should be sought since it is unlikely that a School Administrator will be well versed in the technology of ITV. Typical of the technical decisions required will be: What type of equipment? What type of distribution system? What type of display units? What about compatability? What about ITV Fixed Services? Should the expenditure be made for color, or only black and white? Technical help obviously appears to be a necessity.

The task of initiating ITV into a school system should follow a procedure already proven by other administrators to be beneficial. Such a procedure should guide the administrator toward the proper decision and away from the usual pitfalls that the early pioneering administrators encountered.

A useful procedure is outlined here, with each step being expanded to a greater degree on the pages following.

A. **Analyze The Potentials of ITV and Establish The Objectives For Your Educational Program.**
   An extensive review of the possible uses of ITV is the first step. You must know what you want to accomplish.

B. **Bring in Your Staff and Experts to Consider Programming and Utilization of ITV.**
   To be successful, ITV must be used. Get your staff involved in thinking about and planning for ITV.

C. **Consult With Experts on the Technology of ITV and Various System Approaches Available.**
   There are many routes leading to the Ultimate ITV System. Plan your route and avoid "dead-ends."

D. **Describe Your ITV Plan to All School Officials and Board Members.**
   ITV should be an on-going part of an educational program. Alert all concerned to present and future budget requirements.

E. **Evaluate The Common Pitfalls Associated With Proceeding Without Plans.**
   Others have discovered too late that prior experience was not utilized in planning. Don't be similarly caught.

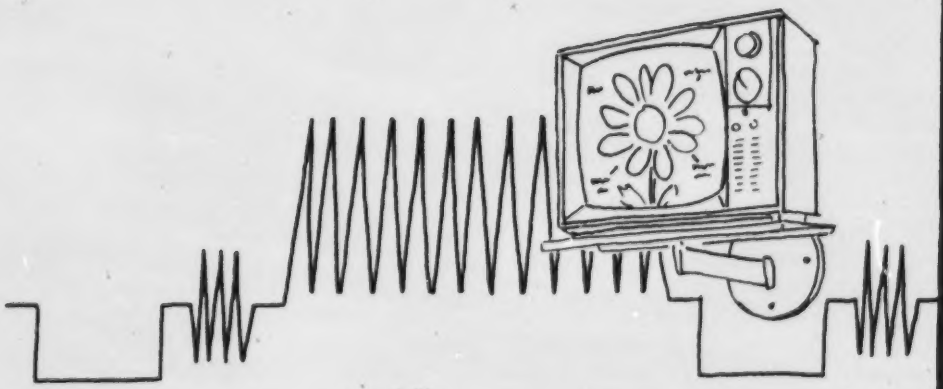
F. **Finalize Your Total ITV Program Utilizing Results of Your Study.**
   Only after all the facts are in can you intelligently plan your ITV System. Do it now and do it completely.

Analyze the Potentials of ITV and Establish the Objectives for Your Educational Program

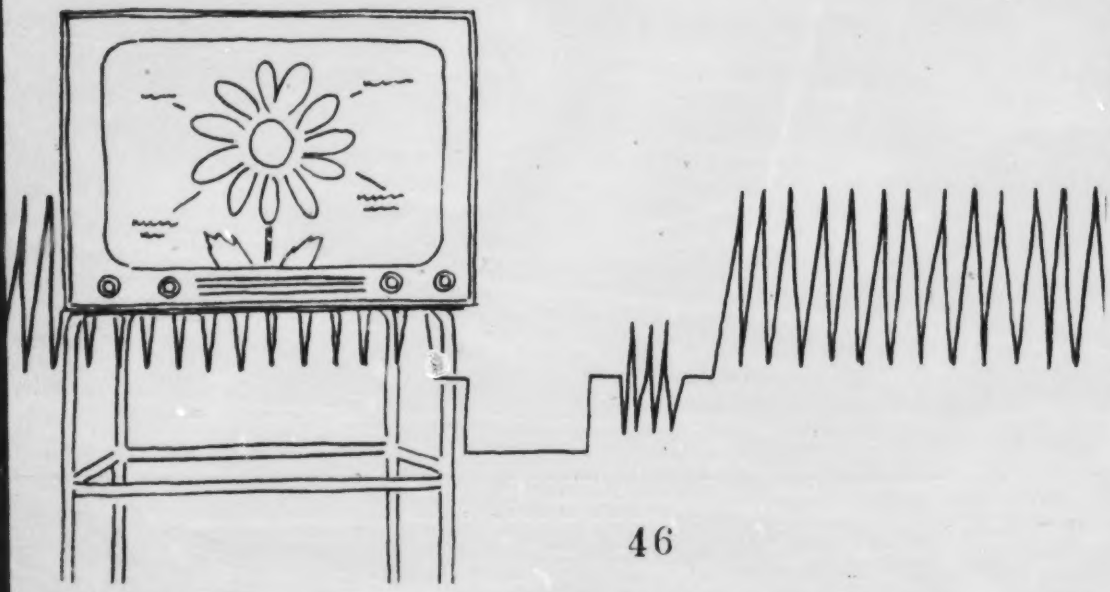
"What are my needs and goals?" the administrator must ask himself.

The uses of ITV are many and varied. Some are beneficial to many students, while some will help only a few. Either type of use may be desirable. Some uses require expensive additions of equipment while others are available almost cost-free in conjunction with a planned program. Again, either approach may be desirable. Regardless of application, imagination and planning are the keys to the effective use of an ITV system in a given school.

Listed below are some of the benefits and potentials of ITV. The school administrator, considering the use of ITV or the expansion of his present ITV facilities, will do well to review his curriculum in the light of these potentials and attempt to incorporate as many of these ideas as possible in both present and future plans. Experts familiar with the full utilization of ITV systems should be retained. *An ITV system that is utilized to or at least near its fullest potential will be one assurance of an effective ITV system.*



1. ITV permits dissemination of material to large audiences in auditoriums, large classrooms, or several classrooms simultaneously. The material can be for students or for staff, and can be locally originated, received through transmission, or acquired from other sources.
2. ITV permits a choice of live spontaneous transmission or carefully considered playback presentations of recorded material. A schedule should be planned to include ITV, but need not always be interrupted for special events.
3. ITV permits magnification and mass observation of demonstrations where closeup viewing is advantageous to the instructional program. Typical situations are science demonstrations, microscopic studies, physiological processes, language techniques, operative procedures, and so on.
4. ITV permits students who may be absent at the time of a particular presentation to view and hear the material for make up purposes at a time after their return without requiring extensive extra teacher time.
5. ITV permits interrelation with other schools in the same system, or with other institutions of learning to extend both the students' and the teachers' concept of a subject. It also fosters the ability to communicate with and relate to others.
6. ITV permits the teacher to evaluate his own techniques. Many teachers have never experienced this method of self-observation. Once having done so, they are challenged to up-date their methods and skills.
7. ITV permits student evaluation of his progress as relating to self and in comparison with others. When properly utilized, the playback of the recorded lesson can be both instructive and motivating.
8. ITV permits a greater range in scheduling of teaching material and a greater freedom of time for teachers and students. Simultaneously, it expands the amount of teaching material available in many subjects and increases the exposure of students to more current information.



Bring In Your Staff and Experts to Consider Programming And Utilization of ITV

Imagination and resourcefulness combined often lead to interesting software.

Once the objectives of an ITV system have been determined for a particular school and curriculum, the school administrator must consider how full utilization of the system will be achieved. Proper programming and scheduling, or software as this is commonly termed, are vital to the effectiveness and, therefore, full utilization of ITV. The type of system planned – off-air, local origination, video tape playback – will determine the type of programming. The actual selection of program material and the scheduling of its use will be the task of the school administrator and his staff. *Thus the staff should be included in the software planning, and the guidance of experts should be sought where local experience is lacking.*

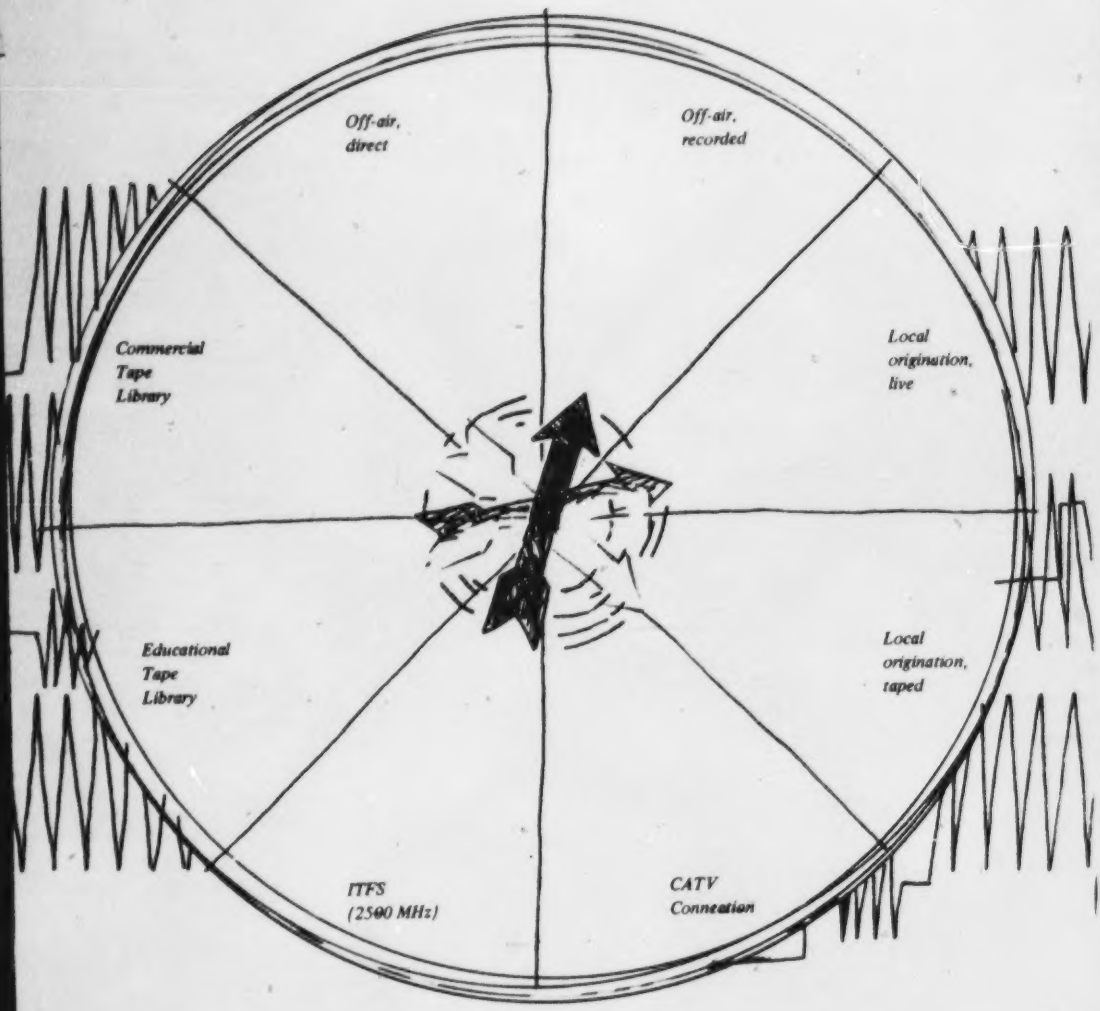
Potential program sources will need to be considered in depth in conjunction with the determination of the objectives of ITV in the local curriculum. Given geographical areas may or may not have access to off-air educational broadcasts, or such broad broadcasts, as may be available, may not fit well into local curriculum plans. Soon to be available however is the statewide UHF-TV service of the New Jersey Public Broadcasting Authority. In addition, there may be desirable special commercial programs which are worthy of study. Whether educational or commercial, the program may have to be recorded off-air for later playback at a more effective time. Thus common sources of program material are off-air broadcasts, presented either live or through playback of tape recordings. When commercial broadcast material is to be recorded for later playback, copyright laws may be applicable and must be observed.

No investigation into ITV should avoid the consideration of local program origination. A simple form is the use of ITV for magnification and/or mass distribution of classroom material. A natural expansion of local origination is the use of personnel (faculty) in some of the program segments. There is undoubtedly some talent among the faculty for this effort and it should be utilized. It must be recognized, however, that in many instances there will be a training period before acceptable results are obtained. As with off-air broadcasts, both live and recorded camera productions should be considered.

Although it is often true that locally produced material that is well done will be more acceptable to the student body than similar material created by others, many times it is not possible to originate programs involving the material that is desired, or the personnel available are not sufficiently capable. Thus, outside suppliers of tape recorded material may be another source of software for the ITV system. Several organizations have developed libraries of educational tapes which may be borrowed, rented or purchased, complete with teacher guides and utilization materials. Commercial libraries as well as educational libraries may have the subject material desired.

Another source of ITV software is the use of 2500 MHz off-air signals, particularly as they become available throughout the state as a result of the New Jersey Public Broadcasting Authority system expansion. The 2500 MHz service, or ITFS as it is called, is a special frequency band available for educational programming when utilized for metropolitan or regional area point-to-point transmission. ITFS is especially interesting because of the flexibility resulting from its four-channel capability and its relatively low cost. School systems can also employ this means for interconnecting and the local administrator can rely upon, as well as contribute to, the material released by the state or a regional facility.

Other methods of interconnecting school buildings within a given community, or in nearby communities, can likewise result in an expanded ITV schedule through sharing of locally originated program material. CATV (Community Antenna Television) systems are a potential here and some are already cooperating with local school systems in making their origination facilities available to the school administrator.



Potential Program Source Selection

Consult With Experts on the Technology of ITV and Various Systems Approaches Available

In over your head when it comes to the technical phase? Now is the time to engage an engineering consultant.

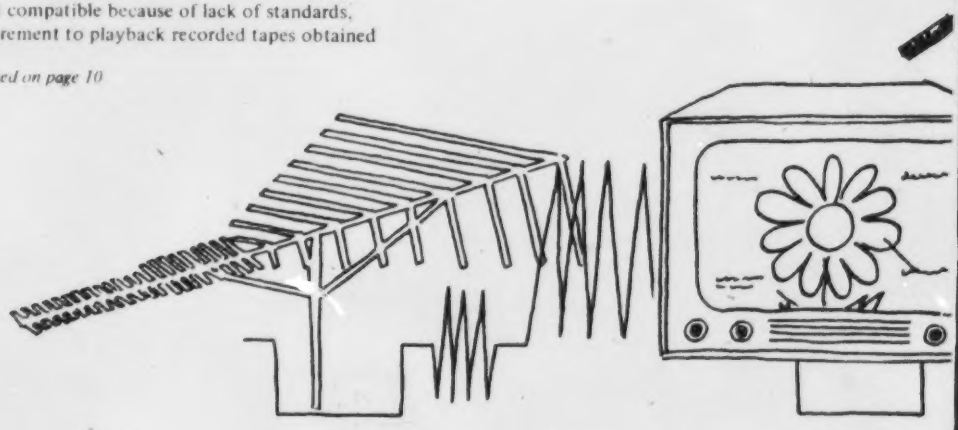
Although "all roads lead to Rome" is an old familiar saying, it isn't a good idea to follow this advice without a road map in today's complex world. Similarly, it isn't advisable to delve into the complexities of ITV equipment without expert assistance. This can be from someone experienced in planning, installing and operating systems in other communities, or system engineering consultants, or the New Jersey Public Broadcasting Authority, or other organizations which are technically qualified. In conjunction with this help, various ITV system approaches should be considered.

If direct off-air programming is all that is to be utilized at first, an outdoor TV receiving antenna plus the required number of receivers is adequate. The system is relatively simple if only one or two rooms are to be equipped. If delay of the actual broadcast is required, a tape recorder will have to be added, possibly along with some additional distribution equipment. At this point it would be wise to consider the various types of video recorders available and obtain equipment that is compatible with future plans as well as present needs. Since most portable video tape recorders are not compatible because of lack of standards, a requirement to playback recorded tapes obtained

Continued on page 10

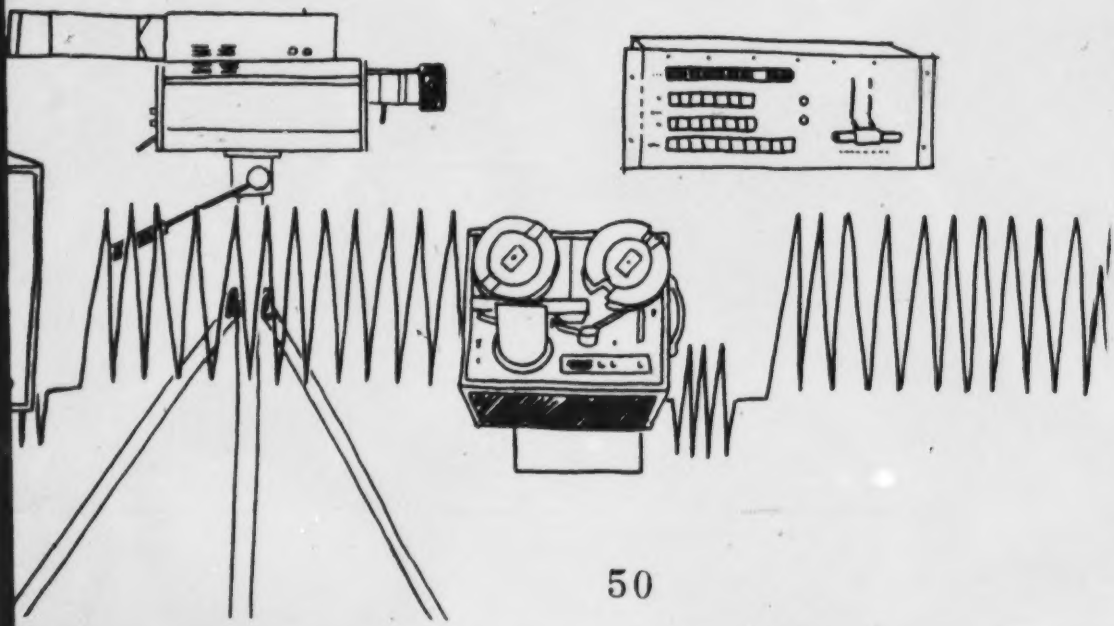
Typical Pathways to Ultimate ITV Systen

TV Camera & Monitors	+	*Videotape Recorder*	+	*TV Receiver & Antenna Systen*
TV Receivers & Antenna System	+	*Videotape Recorder*	+	*TV Camera & Monitor*
Videotape Recorder & Monitor	+	*TV Camera*	+	*Classroom Distribution System*
ITFS Receiver & Monitors	+	*Distribution System*	+	*TV Receiver & Antenna Syst*
CATV Connection	+	*Distribution System*	+	*ITFS Receiver*



	Classroom Distribution System	+	*CATV Connection*	+	*ITFS Receiver*	+	*Film & Slide Facility*	+	*TV Studio Facility*	+	*Dial Access System*	=
+	*Classroom Distribution System*	+	*TV Studio Facility*	+	*Flim & Slide Facility*	+	*CATV Connection*	+	*ITFS Receiver*	+	*Dial Access System*	=
+	*ITFS Receiver*	+	*CATV Connection*	+	*Film & Slide Facility*	+	*TV Receiver & Antenna System*	+	*TV Studio Facility*	+	*Dial Access System*	=
+	*Videotape Recorder*	+	*TV Camera*	+	*TV Studio Facility*	+	*CATV Connection*	+	*Film & Slide Facility*	+	*Dial Access System*	=
+	*TV Receiver & Antenna System*	+	*Videotape Recorder*	+	*TV Camera*	+	*TV Studio Facility*	+	*Film & Slide Facility*	+	*Dial Access System*	=

} *Ultimate ITV System*



Continued from page 8

from a specific source may determine the type of recorder to purchase. Additionally, the matter of being able to distribute and display video signals as well as off-air signals will warrent consideration before expending funds for large numbers of classroom receivers or monitors.

Perhaps the initial use of ITV will be for magnification purposes relating to a specific classroom and subject. Here it may appear economical to consider a small "package" of portable camera, monitor, and possibly a tape recorder as marketed by several manufacturers. If the use of ITV is never expected to expand beyond this, such a choice may be valid. *However, if ITV is expected to be successful and its use be expanded, the compatibility of this first purchase with later equipment purchases and system plans is important.* Usually, these low-cost "packages" are not compatible with other equipment and often these systems are not too reliable, soon becoming stored away more than used because of lack of repairs. If so, the future of ITV will diminish rather than grow.

Where the initial entry into ITV takes the form of local origination of regular curriculum material, with distribution to many rooms at irregular times, a fairly complex system is involved and expert help in designing the system, specifying equipment prior to bid, and bid evaluation assistance is a must. Permanent positioning of classroom receivers or monitors requires consideration of allowable viewing angles and distances for proper coverage of the rooms, and this is another service available from experts such as consultants. If a small studio area is contemplated, help in obtaining maximum use of this area would be reason for seeking expert guidance.

Where 2500 MHz signals are to be received for viewing, special equipment is involved, but this can be readily integrated into other system equipment or easily installed for independent use. Similarly, interconnection with other schools or systems may require either relatively elaborate or relatively simple additional equipment, but such an arrangement is entirely possible and provides additional sources of program material. CATV system interconnection will usually be provided by the CATV operator.

Describe Your ITV Plans to all School Officials and Board Members

Plan today for tomorrow's dollars – so you can insure the future of ITV in your school!

No entry into Instructional Television can be complete in one year. Even if a system adequate, from an engineering standpoint, for the next five years is purchased during the first year, there must be expenditures during the following years for maintenance and operating expenses. Additionally, it is doubtful that more than one or two years total equipment requirements will, or even should, be purchased initially. Therefore it follows that expansion with its related costs must actually be planned. Furthermore, it has been proven that a successful ITV system will grow in importance through the years and therefore undoubtedly require additional equipment over the original plan. State-of-the-art improvements may find their way

into future budgets also. *Simply, it should be planned that ITV is an on-going project.*

With this knowledge in mind, and with a plan for the first few years thought out, the school administrator should approach his School Board to appraise them of the program and its needs. A well prepared presentation is a necessity and help from outside sources which can provide him with information and statistics relating to the benefits to be realized from ITV should be sought. The plan which the administrator presents to the School Board should include (1) the basic objectives of ITV which he has selected as being most beneficial to his curriculum, (2) the program material or software that will be utilized with indications of costs to produce or procure elsewhere this material, (3) the projected equipment purchases associated with the timetable established to implement this plan, (4) an operating and maintenance budget which will include salary costs relating to the staff time spent on ITV, and (5) a schedule for periodic review and evaluation of the progress of the ITV program. The experts retained by the administrator and associated with the software and hardware planning should also be in attendance at this meeting, or if this is not possible, the school administrator must be prepared to answer the expected flow of questions, both technical and non-technical.

When all of the facts are presented, the future of ITV will rest with the Board and finally the voters. Thus the presentation warrants the time and effort to make it sufficiently effective to bring about the desired results.

Assuming the Board grants its approval to the program, it is now time to finalize the ITV plans for implementation.

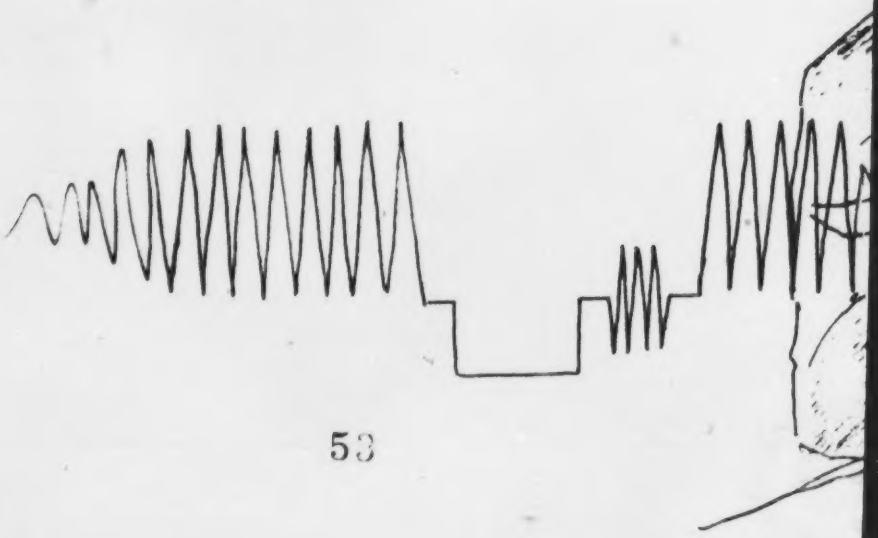
Evaluate the Potential Pitfalls Associated with Proceeding Without Adequate Planning

Heed the danger signs we have posted, say the experienced ITV-ers to the administrator.

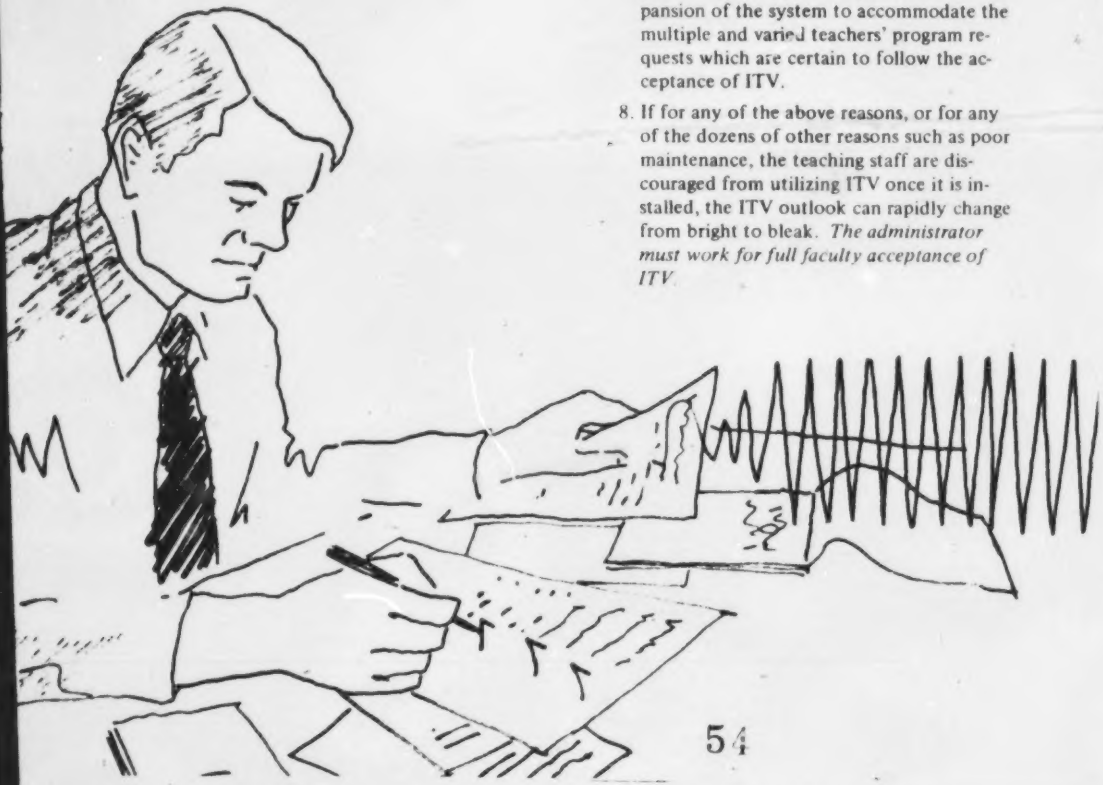
One administrator may find his task of planning ITV for his school to be straightforward and effortless, yet another administrator may find his task relatively complex. Unfortunately, either plan can become excessively costly and embarrassing if certain danger signs are not heeded. The administrator must prepare a well designed ITV plan involving appropriate equipment purchases. If he buys too little equipment he will be unpopular with the teachers; if too much he will be unpopular with the school board. If the equipment is the wrong type he may hamper his own future plans, and if the program material is poor the student may actually suffer. *Adequate planning is a requirement.*

Below is a checklist of some of the more common pitfalls which should be reviewed as the administrator formulates his final plans and undertakes equipment purchases.

1. Not knowing what really is to be accomplished with ITV is a major omission by some educators. The function of the proposed television installation and its effect on the educational program must be thoroughly discussed by the administrators and faculty prior to contemplating equipment purchase.



2. It isn't enough to plan the immediate use of ITV without considering the future. A successful ITV installation will require expansion just by virtue of its acceptance, and planning for this expansion will result in an ultimate savings in costs.
3. ITV planning should be recognized as a major undertaking in terms of time required, finances involved, and complexity of the system. It is important, therefore, that expert assistance in the field of ITV be hired as early as possible to avoid the obvious alternative of leaving the job to part time inexperienced personnel. The expert help should be a full time staff member or consultant.
4. A commitment to add ITV to an instructional program carries with it the commitment to provide sufficient funds to properly begin the program and to properly carry it forward. Too many systems die because adequate funding was not included to insure continued teacher support and guidance.
5. ITV equipment salesmen can be extremely helpful to an administrator in the period of system design but it should never be forgotten that their purpose is to sell their own equipment and they cannot be considered unbiased experts. Their assistance must be considered in light of what it is.
6. Some administrators have purchased equipment without giving serious thought to future uses or future expansion. This can be a serious error since the equipment can prove incompatible technically with future equipment purchases or with future operational needs such as interchange of recorded tapes.
7. A common fault of unplanned ITV systems is the establishment of a non-expandable single channel system. Such a system can place severe limitations upon the future expansion of the system to accommodate the multiple and varied teachers' program requests which are certain to follow the acceptance of ITV.
8. If for any of the above reasons, or for any of the dozens of other reasons such as poor maintenance, the teaching staff are discouraged from utilizing ITV once it is installed, the ITV outlook can rapidly change from bright to bleak. *The administrator must work for full faculty acceptance of ITV.*



Finalize Your Total ITV Program Utilizing Results of Your Study

A well planned ITV program should succeed

With the various aspects of ITV thoroughly reviewed and discussed with others involved, with a general plan outlined and presented to the board, and with board approval received, there only remains one step for the school administrator contemplating ITV – develop the final detailed plan so that it can be implemented. This is most important, but often overlooked in the press of concluding a project.

Because many of the faculty will not have been involved in the earlier discussions, the first section of the final plan should be reserved for a statement of the adopted objectives for ITV. This should include both immediate and long range objectives encompassing the expansion that is anticipated. It is important that everyone involved understand and support the same objectives.

This detailed plan should also establish a timetable for implementation of the program. For equipment there should be listed the acquisition dates, the installation time required, the familiarization and training period included, and a typical schedule of use during a normal school week or month. Program material should similarly be shown with source and date or period available. When material is to be prepared locally, a typical timetable for this production effort should be shown in the planning.

Finally, no ITV plan would be complete without full budget information. The budget should include each year's projected equipment purchase expense, each year's operating expenses and sufficient monies for the purchase or rental of material used in programming.

With a completed plan showing the objectives being sought, methods to be employed to accomplish them, equipment purchases scheduled, program material required and a full budget prepared, the school administrator is ready to move ahead to initiate a successful ITV program.

The New Jersey Public Broadcasting Authority was created January 13, 1969 (under Chapter 405, P.L. 1968) to establish (among other things):

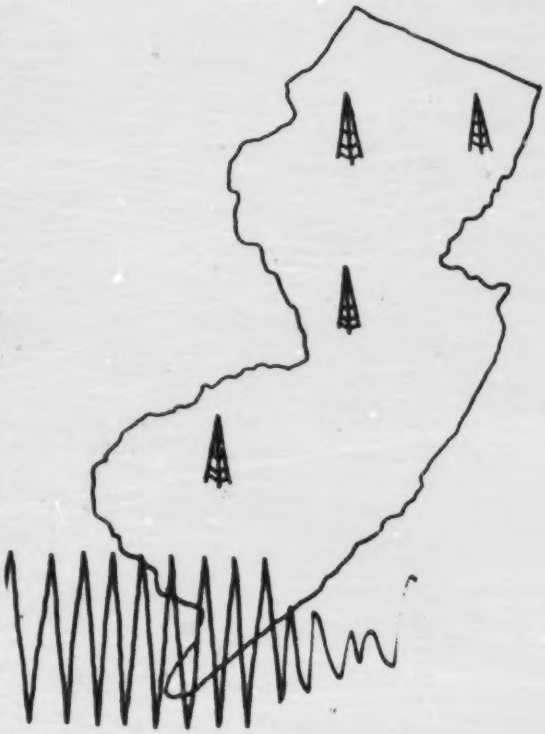
a. An Instructional Television Service for the schools of the State of New Jersey.

b. Statewide equipment compatibility policies and to determine the method of interconnection to be employed within the State's Public Broadcasting System.

c. Appropriate advisory assistance to other agencies of the state and local and regional groups regarding public broadcasting techniques, planning, budgeting and related issues.

d. Establish and maintain a library and archives of educational television and radio programs and related materials, disseminate information about such programs and make suitable arrangements for the use of such programs and materials by colleges, universities, schools and non-commercial television and radio stations.

The Authority's Director of Educational Services will be responsible for providing proper liason with classroom teachers, curriculum specialists, school boards, administrators, and State Department of Education personnel who desire to implement the use of ITV in the schools of New Jersey. The Authority earnestly seeks to respond to the ITV needs of the schools and to this end, has established, in Trenton, one of the nation's finest full-color television production centers, where programs are produced for the Authority's four (4) television stations, and its ITFS systems.



The Authority is pleased to cooperate with the New Jersey Association of School Administrators in making this publication available to those interested in Instructional Television and acknowledges the technical advice, so important to a document such as this, rendered by Mr. G. Edward Hamilton and his colleagues of Communications Consulting Services.

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I am going over there.

I am going over there?

I am going over there!

TEACHERS TUNE IN TO TV: PROGRAMS & PRACTICES

In this section we have selected models of media interaction in practice. They range from programs specifically focusing on television and reading to broader communications approaches.

Teaching Reading by Television by Caleb Gattegno. Towards a Visual Culture, 1969. Pages 76-95 removed due to copyright restrictions.

THE DENVER PREREADING PROJECT CONDUCTED BY WENH-TV

By Anastasia McManus

From The Reading Teacher, 1964-65, Volume 18, p. 22-26.

New Hampshire's educational television station at Durham (WENH-TV) was asked by the National Educational Television and Radio Center to test the "Preparing Your Child For Reading" program* in this region for the first four months in 1963, before its release nationally this fall to other educational television stations. Channell 11 telecast the program for sixteen weeks at 8:30 p.m., beginning February 12, 1963.

In order to test this preschool program effectively and to assist other areas in launching such a project, interested parents were encouraged to participate in the four-month project by purchasing the accompanying study guide for the series, Preparing Your Child For Reading (Houghton Mifflin Co., 1963 printing).

Of the more than sixteen hundred parents who indicated interest in the series, approximately two hundred were enrolled for specialized participation for research purposes. Two groups were formed, one within the television area, the other outside the reception area entirely.

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*This program and the continuing longitudinal study are described in the present issue of this journal in an article entitled "Beginning Reading in Denver."

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The parents who participated in the experimental group were asked to provide special parent-and-home information on two questionnaires, one answered before the television series and one immediately afterward. Their children took part in the selective pre- and post-testing sessions and, during the series itself, the parents attended interim meetings to hear lectures, obtain specialized materials, and to share a general discussion of problems and questions.

A second group of parents, in a control group outside the Channel 11 reception area in upstate New Hampshire, filled out an informational questionnaire, brought their children for pre- and post-testing sessions, but participated to no further extent in the actual project.

The findings at the conclusion of the research study gave unquestionable assurance that the program was worth while for parents in working with preschool children. The children made considerable gains in letter-name and letter-sound knowledge, in simple alphabet and phonic ability, in sight-word recognition, and in ability to identify words by using the beginning sound and context. The gains of the experimental group were markedly superior to the gains of the control group. The parents who followed the television course of instruction and used the study guide activities helped their preschool children considerably with prereading skills.

The findings of the research study also indicate that a program of this type can have significant influence and that educational television can render a definite service in the area of prereading instruction.

Mr. Keith Nighbert, manager of WENH-TV, and the project director of the study feel that Channel 11 has been able to make a definite contribution in determining, within the limits of a small regional sampling, what positive benefits may be derived from instructing parents who are interested in working on prereading skills with their preschool children.

Procedure

Through the use of television, radio, and newspaper announcements during the month of January, parents and educators were encouraged to send for brochures concerning the proposed series. Educational personnel and interested parents were encouraged to attend area meetings.

At the area meetings further information was given about the scope and purpose of the project, brochures were distributed in quantity to reading supervisors and principals for distribution through the schools, and parents who were interested in having their children participate in the research study were given the first parent questionnaire to fill out and return to the station.

Brochures were sent out also to kindergarten and nursery schools that had indicated an interest in the program.

From the families who returned the questionnaires indicating a desire to participate in the study, a group of approximately 150 preschool children, ages four and one-half through six, were chosen for the experimental group. The group represented a fair sampling of children not yet in school and children from kindergartens and nursery schools.

The same procedure was followed in securing a group of approximately 150 preschool children in a small community farther upstate, who would act as a control group in the research study. Many helpful organizations such as the A.A.U.W., the P.T.A., and other school groups assisted in distributing brochures, disseminating publicity, serving refreshments at area meetings, and in many other volunteer activities.

While the research study groups were being formed, the area school districts were convassed for competent testers to use in the project. The testers were all primary teachers who had had previous experience in testing primary and preschool children in groups. Twelve teachers were selected for each of the two groups, each teacher being responsible for testing fifteen children in groups of not more than five at a time. Two teachers in each group served at the registration desk. Only primary and kindergarten rooms were used for testing

rooms, it being felt that the atmosphere of these rooms would be less formal than that of the other classrooms.

A meeting prior to the administration of all tests was held on Tuesday, January 29, with all the testers so that the project director and testing specialists could answer any questions concerning test usage and procedures. Testing manuals and copies of the tests to be used were distributed to the testers at this meeting.

The Lorge-Thorndike Intelligence Test, Primary Battery, was selected as the test for two main reasons: it is a non-verbal group test, and it ranks high in validity at the primary and preprimary levels. The McKee-Harrison Test of Skills Basic to Beginning Reading was chosen, Form A as a pretest vehicle and Form B as a posttest vehicle, for two particular reasons: this test had been used for measurement in the Denver Study, and the program itself emphasized elements in prereading skills that this test examines specifically. Only subtests 3 and 5 of the McKee-Harrison were used, however: the tests on letter knowledge and letter sounds.

Since the study was conducted during the school year, the tests were given on two succeeding Saturdays; Lorge-Thorndike was given on Saturday, February 2, and the McKee-Harrison, Form A, on Saturday, February 9. Telephone calls had been made to the parents well ahead of these dates, giving specific

appointment times for testing, thus it was possible to divide the testing into three sections, one group at nine o'clock, one at ten, and one at eleven. The same plan was followed at the final testing after the sixteen-week period, on Saturday, June 1. Each child's printed name was pinned to him at the registration desk (having been prepared beforehand) so that the testers could be sure of getting the correct name of each child on his test. High school students from service organizations within the school then took the youngsters in groups of five to the testing rooms, where experienced primary school teachers administered the tests.

While the parents were waiting, they were asked to complete and hand in the parent questionnaires previously sent to them.

The instructional television series for parents began on Tuesday, February 12, at 8:30 in the evening and the program was shown on consecutive Tuesdays for a period of sixteen weeks. An advance showing of Lesson 1--an overview of the course--was shown on Thursday, January 31.

During the sixteen week period two interim meetings for parents and interested educators were held at the Memorial Union Building of the University of New Hampshire in Durham. Though the primary purpose of these meetings was to air any problems or questions the parents might have, a focus was given to each meeting by having a guest lecturer, who spoke

for a short while on some aspect of the reading process. At the first meeting, Miss Siri Andrews, retired children's librarian of the Concord State Library, talked briefly on "Children's Reading." Also, a list of books recommended for reading to children was distributed.

A "Comment Sheet" was given out to parents at the beginning of the meeting and was later collected to be used during a question period after the talk. "Checklist of Recommendations" and "Cautions No. 1" were given out.

At the second interim meeting, Dr. Roselmina Indrisano of the Boston University Elementary Reading Clinic spoke on "The Reading Process." Again, comment sheets were used during the question period. At both meetings the books on the recommended list were prominently displayed and were available for browsing. Also at this second meeting, parents were encouraged to share ideas for letter and sound games that they had developed with their children beyond those that had been suggested in the study guide accompanying the television series. A second sheet of cautions and recommendations was distributed to the parents.

At the time of the final testing of the children (McKee-Harrison, Form B) the parents were asked to fill out a second questionnaire, which gave further information about the usefulness of the television project and specific reactions of

the parents and their preschool youngsters to the use of the study guide materials. This was later used in a random sampling.

Questionnaire Summary

Below is given a general and informal summary of information garnered from a random sampling of more than twelve hundred questionnaires sent to parents who had participated in the Preparing Your Child for Reading television series presented through WENH-TV. It was felt that a "situational summary" of this kind would be helpful in a general analysis of the practical outcomes of such a project as this.

1. The questionnaires showed that the person who worked most frequently with the child was the mother.

2. The most convenient time of day to work with children was found to be early afternoon, both for those children attending preschool in the morning and for those not attending kindergarten or nursery school.

3. The questionnaires revealed that the usual time span for working with the four-year-old was around fifteen to twenty minutes daily; for the five-year-old, from twenty minutes to half-an-hour; for the six-year-old, from half to three-quarters of an hour. These time spans varied occasionally according to the interest or well-being of the child.

4. Whether the child seemed happiest working daily, or every other day, or periodically within the week seemed to depend largely upon the personality and work habits of the child. Most parents seemed to feel, however, that it was valuable to set apart daily some time for these lessons.

5. At the end of the sixteen week period most of the

parents indicated that they had completed the lessons in the study guide ranging from Lesson 8 to Lesson 12. All of our samples indicated enthusiasm for progress thus far and a definite intention to continue using the study guide until the completion of the work.

6. Replies to the questionnaire indicated that some parents had met problems falling into two general areas: (1) some few children could recognize ending sounds of words more easily than beginning sounds when these activities were first initiated by the parent, but patient practice seemed to eliminate this difficulty as the child proceeded; and (2) some children did not wish to proceed with these activities at all, indicating that the youngster was not "ready" for them. Parents wisely put aside these lessons to be used at a later time when interest is shown by the child himself.

7. The positive reactions of the children to these lessons show one of the particular values of the project. Parents indicated that their children showed an increasing self-confidence and pleasure in their ability to handle the information and activities.

8. There seemed to be generally favorable comment on the television programs themselves. Two factors seemed most helpful: the use of an actual "television family" to show how the lessons might be handled, and the additional, specific suggestions made by the television teacher for materials and procedures to be used with the child.

9. Parents seemed to find the manual of great use because of its extreme practicality in showing precisely how things should be done; and the alphabet and phonic cards were listed as being of enormous help.

10. A particular value of the project expressed by parents seemed to be the renewed opportunity to work creatively with their children in a home situation, and the delight and pleasure many of them found in sharing the learning experience with their children and discovering with them the never-ending "fun" of learning.

(Miss McManus was the project director of the study she reports here. She has had extensive teaching experience, from elementary school through high school. When this article appears she will be working as a reading specialist in the schools of Portsmouth, New Hampshire.)

DEVELOPING SKILLS IN READING, THINKING, CREATIVITY, AND EXPRESSION THROUGH A COMMUNICATIONS APPROACH

By Phillip Shew, Gordon Cox, and James Swaim

I. Rationale

Learning to read is a highly complex task. Unfortunately, most attempts to improve the reading of our nation's students are confined to direct practice in reading from books and workbooks. A more promising option for facilitating the process of learning to read through all of its stages from de-coding through critical thinking is to improve the quality of the larger context in which reading takes place. By larger context, we mean factors such as: the family and neighborhood background experiences of the child; the impact of mass media on the child's set for learning; the relation of reading to other communication media; and the generalized learning climate of the school in which the task of learning to read is undertaken.

In this article we will first present a rationale for this larger context-communications approach and secondly indicate a series of daily activities which we are testing out as part of our Urban University Department reading-communications course for special admissions students at Rutgers University. We are hopeful that such a model of daily experiences could be adapted for use by those teaching reading at younger age levels.

In the third part of this article we will present a model of sample probe assignments which have been used to engender reading skill development and the broader development

of critical thinking, communication skills, and creative uses of media.

A fairly substantial case can be made for the fact that other than the family the educational system and the mass media are the major acculturators and thought-shapers extant in our society. To date there has been little research evidence to support the notion that John Dewey's advice "Education is life, not a preparation for it" has been heeded. Such neglect to attempt to relate what goes on in school to the real world outside school is a primary cause of the lack of reflection of contemporary America in our present-day curricula.

If the schools are ever to bridge the generation gap and stem the tide of ever increasing student alienation, attention must be paid to competing socializing agents such as family background and the mass media. Ideas are not developed in a vacuum and to ignore the variables impinging on a student's thought process when he is away from school is to teach a never-never-land academic dream.

We are still operating our schools as if television had not been developed. The two media, sound (speaking-listening) and print (reading-writing) are just as much in evidence in 1970 as they were in 1870. This would not be such a tragedy if these media were sufficiently reflective of life in contemporary America. Marshall McLuhan points out that we need to develop an awareness about print in relation to the newer technologies of communication so that we can orchestrate them, minimize their material frustrations and clashes and get the

best out of each in the educational process. Our tendency is to look at the present by translating it into the past, seeing it through a rear-view mirror. McLuhan contends that in our present-day electronic environment, we cannot hope to achieve a contemporary awareness of the world in which we live unless we understand media grammars. Understanding "media grammars" implies that knowing how to use electronic media to communicate is analogous to knowing grammar rules in writing and speaking. For example, knowing what a zoom lens can and cannot do will help the film maker convey his message more effectively. In the same way, knowing what a semi-colon can and cannot do will help the writer convey his message more effectively.

In looking at the larger context of the school itself, several leading critics of the field of education such as Holt[1], Goodman[2], Leonard[3], Friedenberg[4], and Postman[5] suggest that if we want to prevent the same dehumanizing results that primary and secondary schools produce in the form of "socially and culturally disadvantaged or deprived students," then we must create a phenomenologically different process of education, one that is the opposite of the original process. As Hans Gurth and C. Wright Mills[6] point out, it will not be enough simply change the content of the process or the forms handled within its context, since the methodology of a social process

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[1]holt, John, How Children Fail

[2]Goodman, Paul, Compulsory Miseducation and the Community of Scholars

[3]Leonard, George, Education and Ecstasy

[4]Friedenberg, Edgar, Coming of Age in America

[5]Postman, Neil and, Weingartner, Charles, Teaching as a Subversive Activity

always imposes itself and determines the nature of its output.

In order to radically alter the phenomenological nature of the education process, we must examine the set of operations on which school functioning is based.

In order for an institution to decide that some students are socially disadvantaged it must define, type, and label those students on the basis of some "norm." As Cohen has pointed out, this norm is often derived from the "middle-class measuring rod."* Students from the upper-class are viewed as having more ability than middle-class students and middle-class students in turn are viewed as having more ability than lower-class students and they are "tracked" accordingly. The tracking system is an extension of the type of social stratification that the student population reflects and it perpetuates that stratification by typing students according to "ability which is based on a social, cultural, and economic norm or view of the student population which has absolutely no correlation with actual ability. Working-class students internalize an inferior self-image through the institutional operation of stratified social typing and tracking which is also a "cooling-out" process designed to convince these students that they do not have the ability to be successful in a higher learning situation and that they should accept a vocational program.

Since most of the students coming into the Urban University program were processed in this way they do not feel confident in

*For further information see Cohen, A.K.; Delinquent Boys, The Culture of the Gang; Free Press, 1955.

their ability to handle a "higher learning situation." Nor do they feel that "higher learning" is included in their value-space. In fact, as John Holt has pointed out, they have developed strategies so as not to deal with those situations which they feel are beyond their ability and outside of their interests.[1] This self-image determines their definition of the "educational situation" and includes or excludes situations on the basis of the two dimensions of perceived ability and perceived interest which have been defined for them by the system of social typing and tracking utilized by primary and secondary schools and their experiences within the context of that social process.

Thus, the first phenomenological change in the process of education that must be made must produce a change in this type of self-image and definition of the situation if these students are ever going to consider higher learning situations to be within their ability and value-space. And, until a significant change is made along these two dimensions they will not be "successful" within the context of a "higher learning" situation.

A significant change in this type of self-image and definition of the situation will occur when the student understands why he feels this way, i.e., the process that produced these feelings. This can be accomplished by showing the effects of this process in terms of the student's own experience, number one, and the experience of others that he can identify with, number two. Number three, the final link or feedback loop can

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[1] Holt, J., How Children Fail; Dell Publishing Co., N.Y., 1964, pp.6-10.

be established in helping the student see how his experiences and the experiences of others correlate or reflect the basic goals and assumptions of the process of social typing and tracking.

Until a student understands how specific institutions have programmed him to think about himself in particular ways, he cannot achieve self-understanding. Neither can he develop the ability to think critically about himself and others from his own point of view rather than the viewpoint of others; i.e., inner directed vs. other-directed thinking.[1]

Sequence

After starting with an understanding of the high school experience as a foundation for the college experience, the program is designed to probe the total college experience to determine the necessary ingredients for successful coping with college life. An examination of these ingredients necessary for successful college functioning leads to two essential categories. The first deals with the relation between the student and the institution. The student's ability to determine his own destiny, includes goals, aspirations and purposes both internal and external to the school. The second category deals with the student's ability in terms of problem solving strategies to carry out his goals both internal and external to the school. Such strategies would include: critical thinking in terms of all forms of communication, listening, reading, speaking, writing and non-verbal.

[1] Kneller, G.F., Existentialism and Education; John Wiley & Sons New York, 1958, pp. 15-17.

For instance, the first four weeks of the program are devoted to developing critical listening skills. Since estimated time indicate that 95% of time spent in college classrooms entails listening, it seemed appropriate to begin our program with that skill area. Some of the skills examined within this area are: listening for main ideas and supporting details; note-taking; recognition of logic vs. propaganda; relating information to personal experience for validation; etc. The mediums used for the teaching of listening can be categorized under the rubric, "sound". Under this rubric both speech and music are used as vehicles for listening instruction. Accompanying the emphasis on listening is the other major assimilative communication form, reading. In the developmental sequence of the program it is important to make the transition from using oral language (listening) vocabulary to print recognition (reading) vocabulary. Following a listening experience on a particular issue, we then provide the students with a related reading experience by using materials that focus on the same issue. Both of these input skills (listening and reading) are integrated into the critical thinking process through small group discussions.

These discussions center on the listening experience and that derived from the reading experience. Thus, inductive thinking is stimulated by critically analyzing these materials in those ways listed above under listening. These procedures represent problem-solving strategies and indicate to the student how he establishes the feedback connection to those forms of communication.

After building a general foundation of critical thinking-assimilative communication skills, the program is designed to facilitate the use of more specific study skills or problem-solving strategies by the student. At this point in the developmental sequence the student operates at a higher level of specific skill application. For instance, skimming and scanning reading; test taking; reading for organizational patterns; learning to mark a textbook effectively; film making; photography; and learning self expression through writing are taught. All materials used in the operation of these skills are designed to stimulate critical thinking and understanding of self in relation to other people and the larger society in which he functions. An outline of activities designed to sequentially develop these communications skills is presented below.

II. A CURRICULUM MODEL OF COMMUNICATIONS: READING ACTIVITIES OUTLINE

Introduction

1. First class
   A. Discussion of course outline
   B. Strategies for Listening
   C. Assign: Listening by Taylor

High School Experiences

2. How well high school prepares one for college
   A. Guest lecturer (Take notes on lecture)
   B. Discussion of lecture and own high school experiences
      1. Things that helped or hindered preparation Subjects, instructors, attitude toward school
   C. Discuss how to improve courses.
   D. Assign: Introduction from Life Ahead by Krishnamurti Lewis - Improving Vocabulary

3. Continue discussion of previous day
   A. Relate article Life Ahead to earlier discussion
   B. Look at main ideas of article
   C. Review note taking strategies
   D. Collect notes from earlier lecture
   E. Assign: Educational Industries - Paul Goodman
      Personal Thoughts on Teaching - Carl Rogers
      Art of Thinking - Dinnet

Functioning in College

4. Actual conditions of college courses
   A. Test on previous lecture
   B. Review strategies of listening
   C. Guest speaker (operating in college effectively given past high school training)
   D. Assign: Culture Against Man, J. Henry
      Word Power Made Easy - Lewis

5. Discussion
   A. Review major points of lecture
   B. Relate two articles with lecture; discuss main ideas
   C. Assign: Does Thinking Begin with Conclusions by Kris. (Timed Reading)
      Word Power Made Easy - Lewis

Role of Student

6. Role of Student in College
   A. Test on previous lecture
   B. Review note taking strategies
   C. Guest speaker

D. Assign from Black Power Sources of Student Disgent, Negro Students and Protest Movement - Keniston
Word Power Made Easy - Lewis

7. Discussion
   A. Relate lecture to two outside articles
   B. Assign: Die Nigger Die (timed reading) Rap Brown
      Case for Separatism, Hare
      Observations on Race and Class.

8. Discussion
   A. Comparison of the points of view for three articles
   B. Assign: Hayahawa (Education in Ferment - Timed)
      Lewis - Word Power Made Easy

Problems of Black Students in College

9. Problems encountered at Rutgers
   A. Test on previous lecture
   B. Strategies for listening
   C. Guest speaker
   D. Assign: Creative Happiness and Conditioning,
      Krishnamurti Lewis - Word Power Made Easy

10. Discussion
   A. Relate points from lecture to last semester
   B. Combine major points of article and lecture
   C. Read: Confrontation on Campus (timed), Grant
   D. Assign: Stanford Speech, Cleaver
      Lewis - Word Power Made Easy

Identity and Self

11. Identity of individual in college
   A. Test on previous lecture
   B. Guest speaker
   C. Assign: Black Power and the Student Rebellion
      Introduction

12. Discussion
   A. Discussion of lecture and assigned article
   B. Assign: Pauk, Reading Efficiently Ch. 5
      Lewis - Word Power Made Easy

Study Skills

13. Speed Reading - Skimming and Scanning
   A. Test on Unit 8 p. 171-81
   B. Discussion on topic
   C. Practice on following areas
      1. Reading for specific details - scanning
      2. Reading for overall idea - skimming
   D. Materials: from The Black, The White
      Battle Royal Good Job Done
      Lewis - Improving Vocabulary

14. Speed Reading
    A. Relate skimming and scanning to SPD and SQ3R
    B. Practice SPD and SQ3R on material from
       The Black, The White
    C. Rapid Reading Practice
       1. Relate skimming to this procedure
       2. Materials: Negroes are Anti-Semetic Because
          They're Anti-White
          Negroes are Anti-Semetic Because They Want
          a Scapegoat
    D. Discuss ideas of two authors (evaluation)
    E. Assign: Pauk, Examinations Ch. 11

15. Speed Reading
    A. Introduction of Berger's approach
    B. Introduction of test taking
    C. Guest speaker (exams at Rutgers)

16. Continue Test taking discussion
    A. Practice test taking
       1. Materials from Study in Depth
          a. p. 159 True-false
          b. p. 165 Multi-choice
          c. p. 167 Completion
          d. p. 169 Essay
    B. Berger Speed Reading drill

17. Organizational Patterns
    A. Discussion of Sack-Yourman's organizational patterns
       1. Practice with different types of patterns
    B. Read: How to Read a History Book (timed)
       1. Discuss main ideas
    C. Assign: Talley's Corner (intro)

18. Organizational Patterns cont.
    A. Organizational patterns
       1. Talley's Corner (look for organization in each)
       2. Sam Young (reprint)
    B. Assign: Pauk, How to Read a Textbook - Ch. 6
       How to Read a Book
    C. Berger Speed Reading drill

19. Marking a Textbook
    A. Lecture on How to Mark a Book
    B. Discuss article and lecture
    C. Berger speed reading drill
    D. Assign: Pauk, Writing Themes and Course Papers,
       Ch. 12
       Chapter from Talley's Corner

20. Term Papers
    A. Discuss topic of finding information and
       structuring paper
    B. Reading for different subjects

1. Read: Pauk, Hints on Studying Math, Ch. 15 (timed)
   Approaching the Natural Sciences, Ch. 16
C. Berger speed reading drill

21. Library Visit

Photography

22. Photography as Medium of Expression
   A. Discuss pictures from Black and White America
   B. Write captions from this for selected pictures
   C. Assign: Take pictures in community
      1. Possibility of using these to develop film

Films

23. Use of Films to Convey Message
   A. Show film This is McLuhan (first half)
   B. Discuss the influence of media on life

24. Continuation of Previous Day
   A. Continue with McLuhan (second half)
   B. Discuss parts of film as they influence student's life
   C. Relate to experiences on campus

25. Summarization of course

III. TV, RADIO, FILM AND PRINT: HOW DO THEY RELATE?

Electronic Media and Print can be connected indirectly and in larger communications context to good advantage. The following course assignment outline has been used with excellent results at Community College[1], graduate school[2] and high school levels[3]. (Although it has not been tried there, it would seem that these assignments could be modified slightly and used in elementary school language arts situations.)

The idea of these probe assignments is to stimulate the individual learner to explore electronic media and print analytically and creatively. Critical thinking skill development, familiarity with and creative power in the use of these media, understanding and capitalizing on the inter-relatedness of the various media, and developing personal awareness of how using a particular medium will affect one's intended message are all desired outcomes of the assignments. Further the assignment format developed herein provides the basis for a contract between learner and teacher as to what will be attempted and for which grade the student is working. There is room for modification of the assignment suggestions so that a student's specific interests can be accommodated. In practice there are one-to-one intermediate feedback sessions in which the learner and the teacher exchange perception about the learner's progress.

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[1]Brookdale Community College, Lincroft, New Jersey
[2]Rutgers-The State University, New Brunswick, New Jersey
[3]Melvin H. Kreps School, Hightstown, New Jersey

If an assignment does not match the quality requisite to earning the grade attempted, the learner is given the option of taking the grade earned to that point or of revising his work until the desired grade is attained. Under this system evaluation becomes the focus. Mutual reasoning about what is being attempted and what is being accomplished enhances the potential for student and teacher to effectively understand and communicate with each other.

COURSE OBJECTIVES:

To enable the student to examine, analyze, and criticize the world of modern communications. To enable the student to become more efficient as a sender and receiver of messages.

This will include:

-Apresentation of the basic principles of logic, semantics and the theories of Marshall McLuhan, as well as a brief description of currently practiced life styles and philosophies.

-An in-depth study of the television, radio, print, and film media in terms of information, advertising and entertainment.

-Assignments that will enable the student to make his own judgments and statements upon these media. Assignments may be completed in writing, orally, on tape, or by any other means the student and instructor agree upon.

SUGGESTED ASSIGNMENTS:

PROBE 1 - Radio

Credit

Take the same hour time slot on radio and listen to it for five successive days. Analyze and criticize what you have heard in terms of information, advertising, and entertainment.

Credit Honors

Choose a type of program (music, soapopera, talk show, news, etc.) and study the world the performers move in, the point of the program, the reality of the life shown, and the relationship of the advertising to the intended audience. Then critically evaluate the worth of the show.

or

Choose any listening or non-verbal message receiving situation, idenity and evaluate the variables affecting the message; also indicate the level of impact you feel the message contains.

Credit High Honors

Construct your own radio programs, including a statement of purpose and a statement of intended audience. Outline briefly the content, specific time of presentation, and specific advertisers. Then justify your choices within your own specific philosophy of what radio should be.

or

Present a detailed study of radio as a medium of communication. Specifically analyze the way it is being used now what you think of the use, and how you would improve radio. Include an analysis of programming and advertising and you critical evaluation of the success or failure of radio as a source of information and entertainment.

PROBE 2 - Television

Credit

Take the same two hour time slot on T.V. and watch it for five successive days. Analyze and criticize what you have seen in terms of information, advertising and entertainment.

or

Choose two weekly T.V. series and watch each at least three times. Compare the relationships between content, intended audience, and advertising; then make your own critical evaluation of the success or failure of the two series.

Credit Honors

Choose a type of program (soap opera, talk show, western, situation comedy, news, etc.) and study the world the performers move in, the point of the program, the reality of the life shown, and the relationship of the advertising to the intended audience. Then critically evaluate the worth of the show.

or

Compare the programming, method of presentation, and overall experience of Channel 13 as opposed to a major network in terms of information, advertising, and entertainment.

Credit High Honors

Construct your own T.V. program including a statement of purpose and a statement of intended audience. Outline briefly the content, type of performers, specific time of presentation, and specific advertisers. Then justify all your choices within your own specific philosophy of what T.V. should be.

or

Present a detailed study of T.V. as a medium of communication. Specifically analyze the way it is being used now, what you think of that use, and how you would improve T.V.. Include an anlysis of programming and advertising and your critical evaluation of the success or failure of T.V. as a source of information and entertainment.

PROBE 3 - Print

Credit

Choose three publications and analyze and compare them in terms of the intended audience, advertising, content, and format of presentation.

or

Choose either a novel, a play, a series of short stories, or a block of poetry and analyze and criticize the work in terms of what the author has said, how well he has said it, and whether the chosen medium best suits the message.

Credit Honors

Choose a type of literature (science fiction, western, detective, etc.) and find some basic characteristics of this literary type; then analyze at least three examples of this literary type. The examples may be novels, plays, or short stories, and they may be by the same or different authors.

or

Select three examples of a particular type of publication (humor, sports, general interest, fashion, etc.) and analyze the differences in each publication in terms of content, format, advertising, and intended audience.

High Honors

Either present the format for your own novel or play and write the first chapter or act, or write a short story or a body of pertry/lyrics.

or

Construct a periodical/magazine of your own including a statement of purpose and a statement of intended audience. Outline briefly the size, shape, color, textual price, frequency of publication, type of advertising and illustration of the periodical.

PROBE 4 - Film

Credit

Choose one feature length film to be viewed outside of class. Evaluate it in terms of its intended audience, promotional advertising in other media, its motion picture production code rating, and at least two critical reviews.

or

Compare the experience of watching a film in a theater to watching a film on T.V. Use two specific films in your analysis. Study and comment upon the similarities and differences in the viewing experience (the atmosphere and presentation) and the total effect of the film.

Credit Honors

Choose at least three examples of one type of film (western, detective, musical), science fiction, horror, melodrama, etc. either on T.V. or in a theater or both. Examine and find the basic characteristics of this type. If viewed on T.V., include the effect of promotional advertising and the assigned motion picture production code rating.

or

Choose three films either on T.V. or in a theater. Analyze the reality of the world the characters move in. Is the success or failure of the film dependent upon the degree of reality presented.

Credit High Honors

Choose a short story, novel, play, or your own original idea and justify why a film should be made from it. Prepare a presentation of the transition from print to film in terms of character, theme, plot, scenes, etc.

or

Make your own film.

In summary, we have presented a rationale suggesting the importance of an operational curriculum in communications in reading instruction. Examples of how such a curriculum might operate have been included in the form of an outlined model program of activities and in the form of outside of class probe assignments. We believe that models of the sort outlined here can facilitate a significant reform of many of the classroom communication barriers which prevent students from enjoying "significant," personally valuable learning experiences." Further, the authors feel that this type of approach will enable all students to learn to use all forms of communications with critical thinking facility.**

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* See Rogers, C.; On Becoming a Person; Houghton Mifflin, Boston, 1961, pp. 275-278.

** See Henry, J.; Culture Against Man; Vintage, N. Y., 1963, pp. 283-290.

TV OR NOT TV?

We have presented a series of probes exploring relationships between TV and reading instruction. The perspectives presented have been theoretical, nation-wide, state-wide, and practical. We hope that we have provided sufficient information for you to make some personal judgments about the use of TV in reading instruction situations. Also, for you who decide to try using TV in your classrooms we hope that we have provided some practical suggestions which will help you get started.

Phillip Shaw

Sandra Muscara